DOCUMENT RESUME

ED 252 463 SO 016 121

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TITLE Geography of Maryland: An Instructional Unit for the Eighth Grade Social Studies Course "Maryland Studies."
INSTITUTION Saint Mary's County Public Schools, Leonardtown, MD.
PUB DATE 83
NOTE 140p.; Contains several maps that may not reproduce clearly. For related documents, see SO 016 120-123.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Educational Objectives; *Geography Instruction; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; Skill Development; Skills; Social Studies; *State History; Units of Study
IDENTIFIERS *Maryland

ABSTRACT

An eighth grade social studies unit on Maryland geography contains three sections of materials. In the first section, a two-column chart matches grade-level objectives related to Maryland history and geography to specific activities discussed in the second section. A content outline is divided into sections on Maryland as part of the United States and the world, geography of Maryland, bodies of water, counties and cities, climate, population, and resources and land use. The second section contains activities to implement this unit. Activities focus on maps, scrapbooks, bulletin boards, a collage, readings, guest speakers, puzzles, and projects. Each activity is presented in a chart which shows title, grade level objectives, vocabulary, skill objectives, content, activity description, materials needed, and adaptation procedures for other levels. Each chart is followed by student instructions and handouts. The final section is a seven-entry bibliography. (LP)

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GEOGRAPHY OF MARYLAND

AN INSTRUCTIONAL UNIT FOR THE EIGHTH GRADE SOCIAL STUDIES COURSE MARYLAND STUDIES

St. Mary's County Public Schools
Leonardtown, Maryland
1983

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SP 016 121

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ACKNOWLEDGMENTS

Special thanks go to Dr. William L. Fox, a recognized and admired expert in the field of Maryland history, for providing his expertise. His recommendations and contributions were invaluable in developing this unit.

Gratitude is expressed to Brenda D. Raley, Phyllis A. Smith and Susan T. Tippett for their efforts in preparing this unit.

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1983-84

Recommended Time Frame for Implenenting Maryland Studies

Maryland Studies Units	Dates	Number of Days
Geography of Maryland	September 6-October 11	25
History of Maryland	October 12-January 19	62
Career Education	January 23-February 24	24
Maryland State and Local Governments	February 27-April 19	37
Consumer Economics	April 30-June 14	32

GRADE LEVEL OBJECTIVES

ACTIVITY DESCRIPTIONS

CONTENT OUTLINE

Subject: Maryland Studies

Unit: Geography of Maryland

Grade Level Objectives	Activities
5.1.8.1 The state of Maryland possesses a variety of physical features.	8.I.1 My Maryland Scrapbook. (an ongoing activity) 8.I.2 Bulletin Board. 8.I.3 Where in the world do you live? 8.I.4 Maryland is a State in the United States.
5.1.8.1 The state of Maryland possesses a variety of physical features.	8.II.1 The Four Regions of Maryland. 8.II.2 Maryland's Geography. 8.II.3 Maryland's Regions - Landforms. 8.II.4 Maryland's Elevation. 8.II.5 Maryland . . . ITV Series. 8.II.6 Maryland Regional Collage. 8.II.7 Categorizing Regions of Maryland. 8.II.8 Geographic Divisions of Maryland. Concluding Activity. 8.II.9 Maryland Geography. Reading and discussion.
5.4.8.1 The settlement of Maryland was influenced by geographic factors.	8.III.A.1 More than you ever wanted to know about Chesapeake Bay. (Packet - 3-5 periods)
	8.III.B.1 Waterways of Maryland. (1 period)
2.7.8.1 Environmental factors influence the ways people in Maryland live and work.	8.III.C.1 Lakes and Reservoirs of Maryland.

Subject: Maryland Studies

Unit: Geography of Maryland

Content Outline

I. Total picture - Maryland as a Part of the United States and the World.

A. Maryland Boundaries
B. Maryland Neighbors
C. Maryland Locations

II. Geographic Divisions of Maryland

A. Southern Maryland
B. Coastal Maryland (Eastern Shore)
C. Piedmont (Central Maryland)
D. Appalachian (Western Maryland)

III. Bodies of water

A. The Chesapeake Bay

B. Rivers

1. Potomac River
2. Patuxent River
3. Patapsco River
4. Susquehanna River
5. Chester River
6. Choptank River
7. Nanticoke River
8. Wicomico River
9. St. Mary's River
10. Gunpowder River

C. Lakes/Reservoirs

1. Deep Creek
2. Loch Raven
3. Liberty
4. Prettyboy
5. Triadelphia
6. Rocky Gorge

Subject: Maryland Studies

Unit: Geography of Maryland

Grade Level Objectives		Activities	
5.1.8.1	The state of Maryland possesses a variety of physical features.	8.IV.1	Discussion and Labeling Map of Maryland Counties.
		8.IV.2	Major Cities in Maryland.
		8.IV.3	Map Race.
		8.IV.4	Countries Jigsaw Puzzle. (map activity)
2.7.8.1	Environmental factors influence the ways people in Maryland live and work.	8.IV.6	Plan a Vacation. (an ongoing activity)
1.7.8.2	Community service careers offer opportunities to promote the general welfare of the community.		
5.3.8.1	Environmental factors influence the ways people in a community live and work.	8.V.1	Elevation/Climate. Reading selection, map reading.
		8.V.2	Maryland's Climate. Map reading.
5.3.8.1	Environmental factors influence the ways people in a community live and work.	8.VI.1	Population Density of Maryland. Map and work sheet.
5.4.8.1	The settlement of Maryland was influenced by geographic factors.	8.VI.2	Population Facts. (readings and activities)
		8.VI.3	Make a Population Map of St. Mary's County.
2.7.8.1	Environmental factors influence the ways people in Maryland live and work.	8.VII.1	Guest Speaker.
2.7.8.2	Individual career goals are influenced by the changing demands of society.	8.VII.2	Maryland Workers. Reading and activities.
2.7.8.3	Local and surrounding communities provide a variety of job opportunities.	8.VII.3	Maryland Mobile. Products of Maryland.
3.3.8.1	The values, beliefs, customs, and traditions of the inhabitants influence the community.	8.VII.4	Job and Industry Collage.
5.1.8.1	The state of Maryland possesses a variety of physical features.	8.VII.5	A Guide to Maryland Business.
5.3.8.1	Environmental factors influence the ways people in a community live and work.	8.VII.6	Regional Studies Detective Game.
		8.VII.7	Facts About Maryland. An evaluation.
		8.VII.8	Land Use: Decision Making Activities.

Subject: Maryland Studies

Unit: Geography of Maryland

Content Outline

IV. Counties and Major Cities by Geographic Divisions

V. Climate by Geographic Division

VI. Population by Geographic Division

VII. Resources and Land Use in Maryland

A. Agriculture
B. Water
C. Farming
D. Industry
E. Recreation

ACTIVITIES

TO

IMPLEMENT THE UNIT

Activity No.: 8.I.1

Recommended Time: Ongoing

Title: My Maryland Scrapbook

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.2.8.1 3. 5.3.8.1		1. Draw conclusions based on all available information. 2. Classify pictures, information. 3. Examine personal values and ideas. 4. Consider the ideas, opinions and feelings of others.

Content Outline Covered by Activity:

Introductory activity covers entire Maryland Geography outline.

Activity:

To introduce the unit and as a final evaluation have the students keep a Maryland Scrapbook/Journal. Have the students make their own scrapbook of articles from newspapers, magazines or information they have gathered throughout their personal research.

At the end of the unit have students take a class period to share and exchange their scrapbooks.

It is strongly suggested that students keep a notebook with all their work included so that they can refer back to maps and other information throughout the unit.

Materials:

Instruction page and sample page.

Adaptation for Other Levels:

Name _____

1. You will be studying the Geography of Maryland for several weeks. As part of this unit you will be required to keep a notebook containing all work sheets, maps and reading materials given to you. This notebook will be checked periodically and collected at the end of the unit for a grade. _____
Date

2. In addition to this notebook, you will need to make a Maryland Scrapbook. During this study (at home) you are to collect pictures, articles, newspapers, magazines and other information on Maryland to keep in your scrapbook. Keep a daily account of what you're learning about Maryland. If you go on field trips record in your scrapbook what you saw, what part of the state you visited and what counties you went through. Do this also if you go on a trip with your family. Even if the trip is to Marlow Heights or Washington, D.C., keep a record of it.

Sample Page

My Maryland Scrapbook

Today, _____ I learned this about Maryland _____
Date

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Trips

Date: _____

Time: _____

Where: _____

Counties: _____

What I saw: _____

_____

What I did: _____

_____

This part of Maryland is in _____ Maryland.
Western, Central, Southern or Eastern

Activity No.: 8.I.2.

Title: Bulletin Board

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.8.7.1		1. Classify information into generalizations and specifics. 2. Construct graphs, tables, charts. 3. Compare/contrast information drawn from more than one source.

Content Outline Covered by Activity:
Introductory Activity - cover entire Maryland Geography outline. Focus is on:

V. Geographic Division
VII. Resources and Land Use in Maryland

Activity:

Have students create a Maryland bulletin board in your class using pictures, photos, drawings or other visuals. Some suggested themes are: "Land Use," "Occupations," "Natural Resources," and/or "Climates of Maryland." This could be used to stimulate further readings and classroom discussions on these various subjects.

Materials:

paper, pictures, markers

Adaptation for Other Levels:

Activity No.: 8.1.3

Title: Where in the World Do I Live?

Recommended Time: 1 period

Grade Level Objectives:

1. 5.1.8.1

Vocabulary:

Africa
Antarctica
Asia
Australia
bay
capital
concept
continent
demographic map
earth
east
Europe
globe
hemisphere
island
land

(over)

Skills Objectives:

1. Select answers to questions from material reviewed.
2. Summarize information.
3. Locate Maryland on a map of the world.
4. Recognize that all are contributing individuals.
5. Compare and combine data from a number of globes and maps.

Content Outline Covered by Activity:

I. Total Picture
   A. Maryland as Part of the United States and the World.

Activity:

Have students work in pairs.

Hand out materials.

Have students follow directions on worksheet.

Make sure students look for places on globe first, then transfer to their desk map.

Go over activity with students using a transparency map.

Materials:

globes (1 per 2 students)
flat maps of world
worksheet - "Geography of Maryland"
crayons and ruler

Adaptation for Other Levels:

Basic Level: Go over each step with students.
Do fill in the blanks orally with students.

Vocabulary (continued)

latitude
longitude
map
meridian
north
North America
ocean
peninsula
physical map
south
South America
state
town
United States
water
west
world

Geography of Maryland

To do the following activity you will need: a partner
1 globe
1 flat map of world
2 blank maps of world
worksheet
crayons and a ruler

Where in the world do you live?

A. Follow these directions and you will be able to answer this question.

1. Find the seven continents and four oceans on the globe.
2. Locate and label the seven continents and four oceans on your blank map of the world.
3. Find the equator on the globe - estimate its location on your flat map and use a ruler to draw it on your map.
4. Find the United States on the globe.
5. Locate and label the United States on your blank map.
6. Find the state of Maryland on the globe.
7. Locate and mark with an X this state on your world map.

B. Color the map as follows:

1. Color continents green.
2. Color the United States yellow.
3. Place a red X at Maryland.
4. Shade around the continents in blue.

C. Check your partner's map:

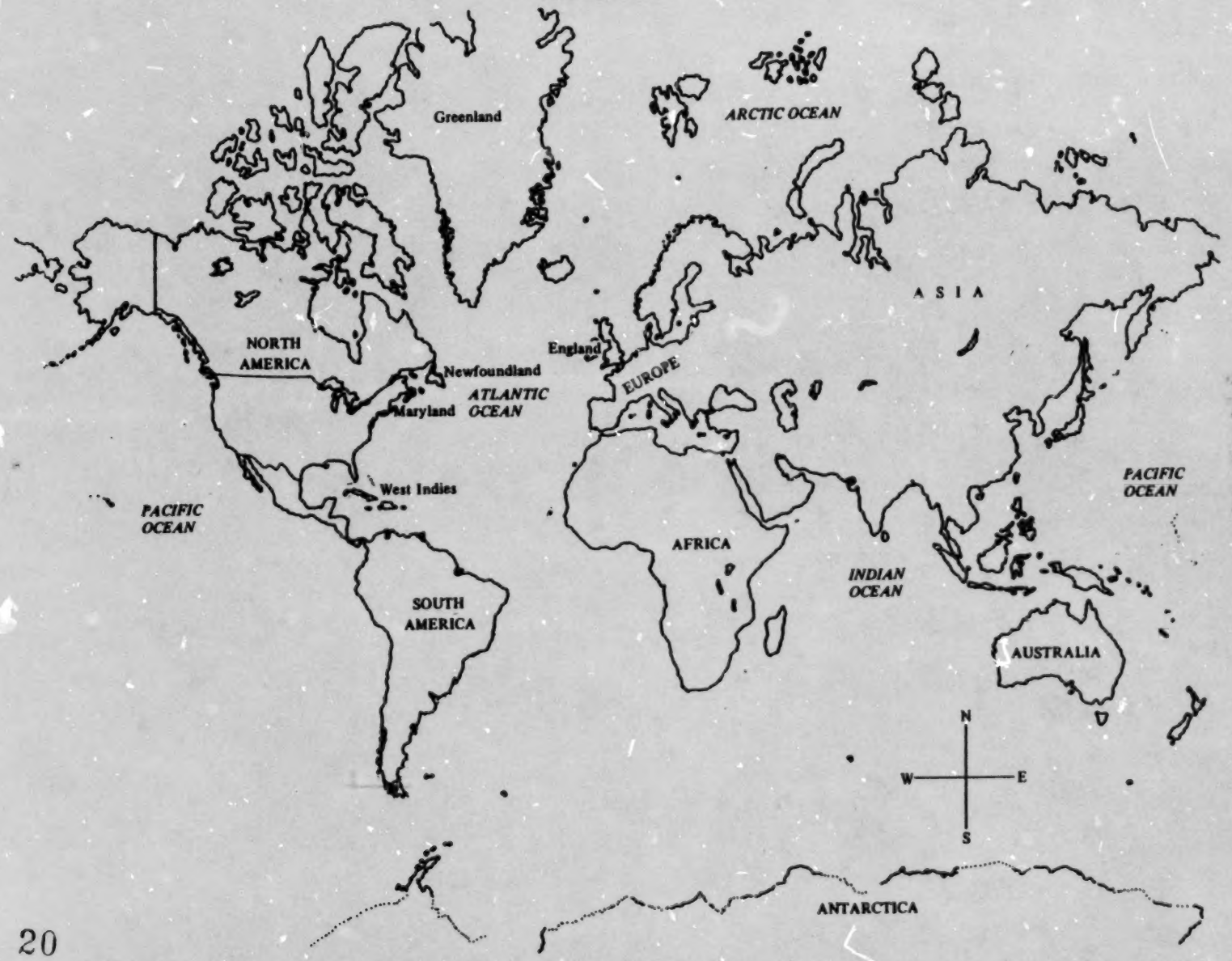
1. Make sure your maps are accurate.
2. Ask each other to point to Maryland on the globe.

D. Using the globe, your map and your partner, fill in these blanks.

1. The seven large land masses are called _____.
2. _____ and _____ America are in the _____ Hemisphere. Europe, _____, _____, and _____ (an island) are in the _____ Hemisphere. _____ is at the South Pole.
3. The line of latitude that circles the globe midway between the poles is the _____.
4. Maryland is a _____ in the country of The _____ _____.
5. The United States is on the continent of _____ _____.
6. Therefore, Maryland must be on the continent of _____ _____.
7. Maryland is _____ of the equator.
8. The _____ ocean is to the east of Maryland.
9. Maryland is in the _____ Hemisphere.
10. Complete this statement:

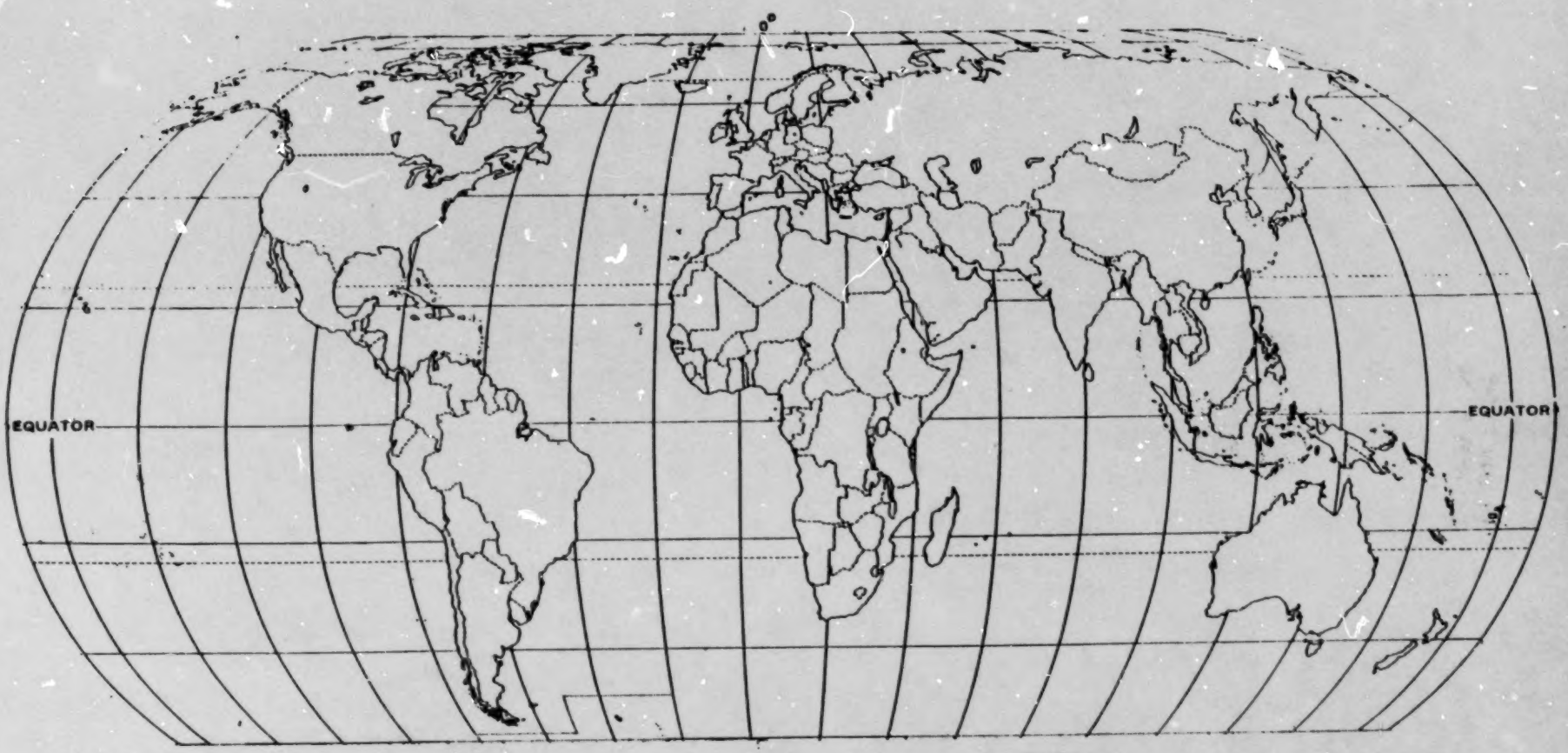
    I live in St. Mary's County which is in the state of _____.
    Maryland is in the country of The _____ _____.
    I am therefore living in the United States which is in the _____ Hemisphere.

The World


Greenland
ARCTIC OCEAN
ASIA
NORTH AMERICA
England
EUROPE
Newfoundland
ATLANTIC OCEAN
Maryland
PACIFIC OCEAN
West Indies
PACIFIC OCEAN
AFRICA
INDIAN OCEAN
SOUTH AMERICA
AUSTRALIA
N
W
E
S
ANTARCTICA

NAME _____ CLASS _____ DATE _____

M-306 THE WORLD



Activity No.: 8.I.4

Title: Maryland is a State in the United States

Recommended Time: 2 periods on consecutive days

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1	boundary coastline grid man-made boundary natural boundary neighbors	1. To gain information from observing and reading and interpreting maps. 2. To gain information from listening to other students. 3. Locate Maryland on map of United States. 4. Locate Maryland according to longitude and latitude. 5. Work harmoniously with others. 6. Analyze ways group worked.

Content Outline Covered by Activity:

I. Maryland as Part of the United States and the World
   A. Maryland Boundaries
   B. Maryland Neighbors
   C. Where is Maryland Located?

Activity:

Hand out all work sheets (4 sets).

Divide class into groups of 4.

One student per group will work on one set.

When complete, each student within group will share his/her activity and help other team members complete each activity.

By end of class all 4 maps and work sheets should be completed.

Conduct class discussion showing maps on screen using overhead projector. Review and summarize information.

In groups, complete work sheet entitled "Maryland Geography."

Correct in class.

Have groups process lesson and how well they worked together. Use worksheet.

Materials:

Maps and work sheet from Washington Public Schools Maryland Unit.
Student evaluation work sheet.

Adaptation for Other Levels:

Maryland is a State in the United States

Directions:

1. Get into groups of four.
2. Each member of your group should pick one of the following activities.
3. Use the wall maps and atlases to help you complete each activity.
4. When you have completed your activity you will help your team members complete their other three activities.

A. United States

1. Label the map of the United States (use abbreviations).
2. Find Maryland - color it red.
3. Color the rest of the United States yellow.
4. Answer these questions:

    a. What states border Maryland?
    b. Is Maryland on the East or West coast of the United States?
    c. Where in the United States do you find Maryland?

B. Maryland Boundaries

1. Label #1, #2, and #3 on the map of Maryland - types of boundaries.
2. Label and color the Chesapeake Bay.
3. Answer these questions:

    a. Is Maryland's northern boundary natural or man-made?
    b. What river forms Maryland's western border?
    c. What body of water is to the southeast of Maryland?

C. Maryland Neighbors

1. Label the states that border Maryland.
2. Label the Chesapeake Bay.
3. Answer these questions:

    a. What state is to the east of Maryland?
    b. What is the largest state bordering on Maryland.
    c. What state is directly south of Mayland.

D. Where is Maryland located?

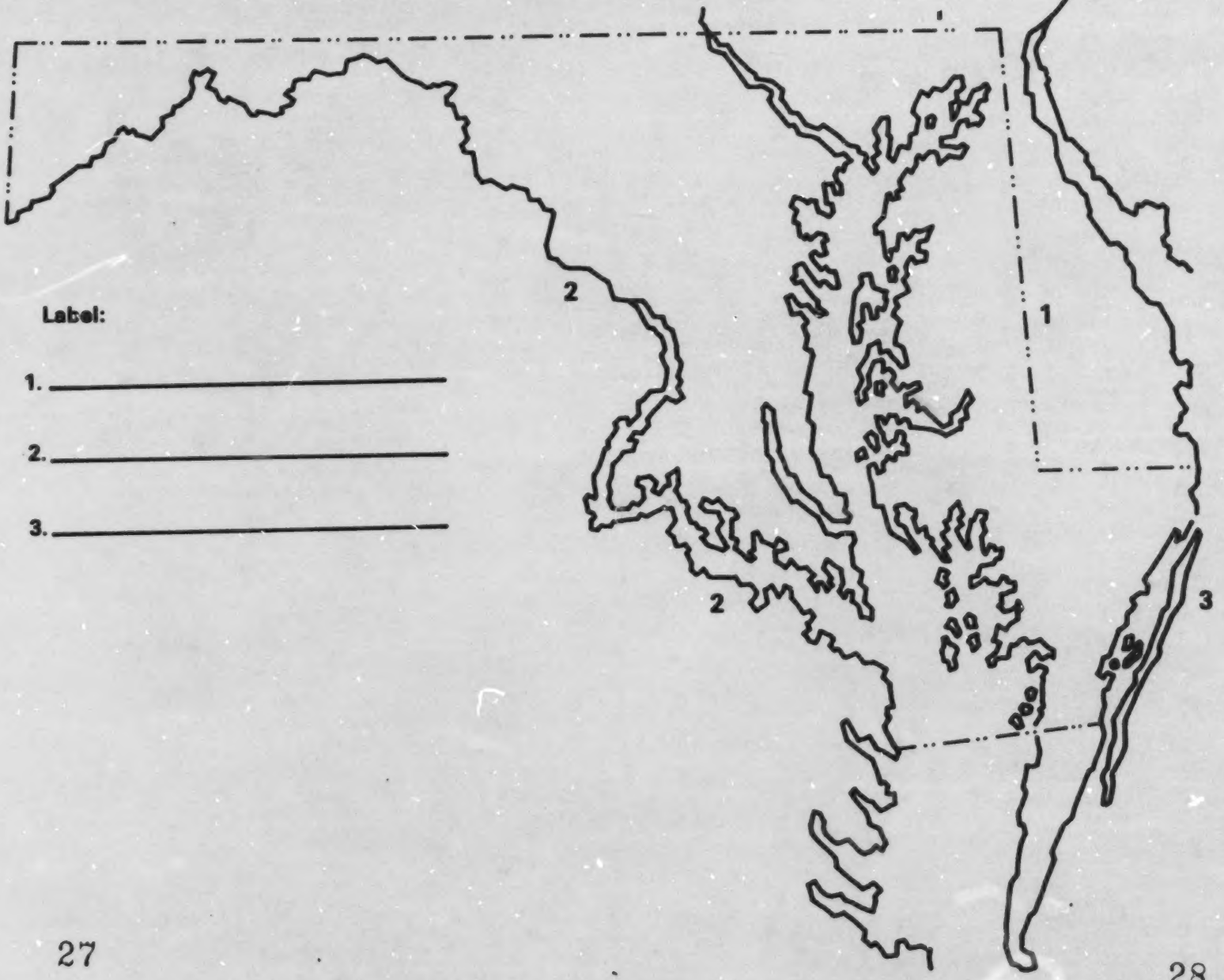
1. Color Maryland red.
2. Label the surrounding states.
3. Answer these questions:

    a. Between what two latitudes does Maryland lie?
    b. What is Maryland's most western degree of longitude?

Come back together as a group. Share your information with your group members. Make sure everyone completes the maps accurately and answers the questions correctly.

The 48 United States

MARYLAND BOUNDARIES



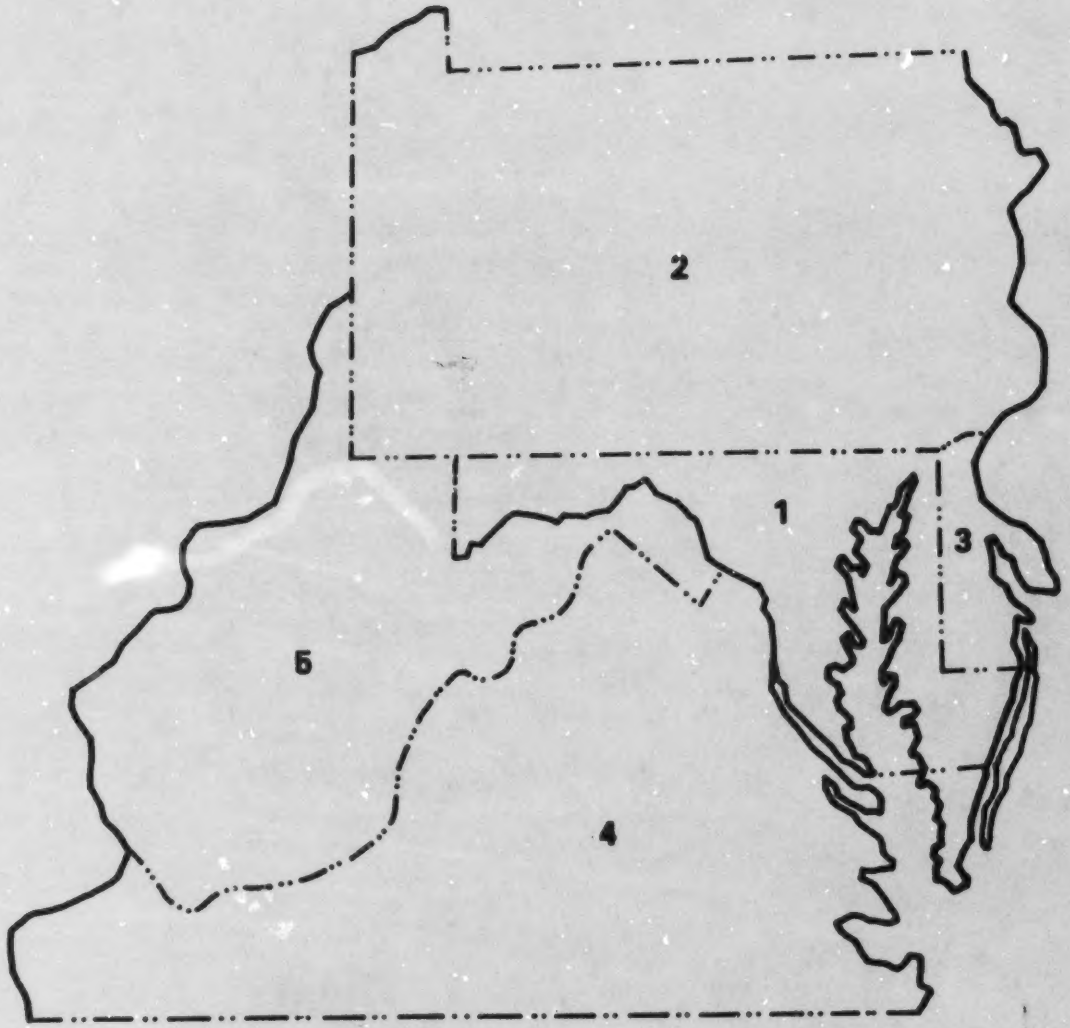
Label:

1. _____

2. _____

3. _____

MARYLAND NEIGHBORS



Label:

1. _____

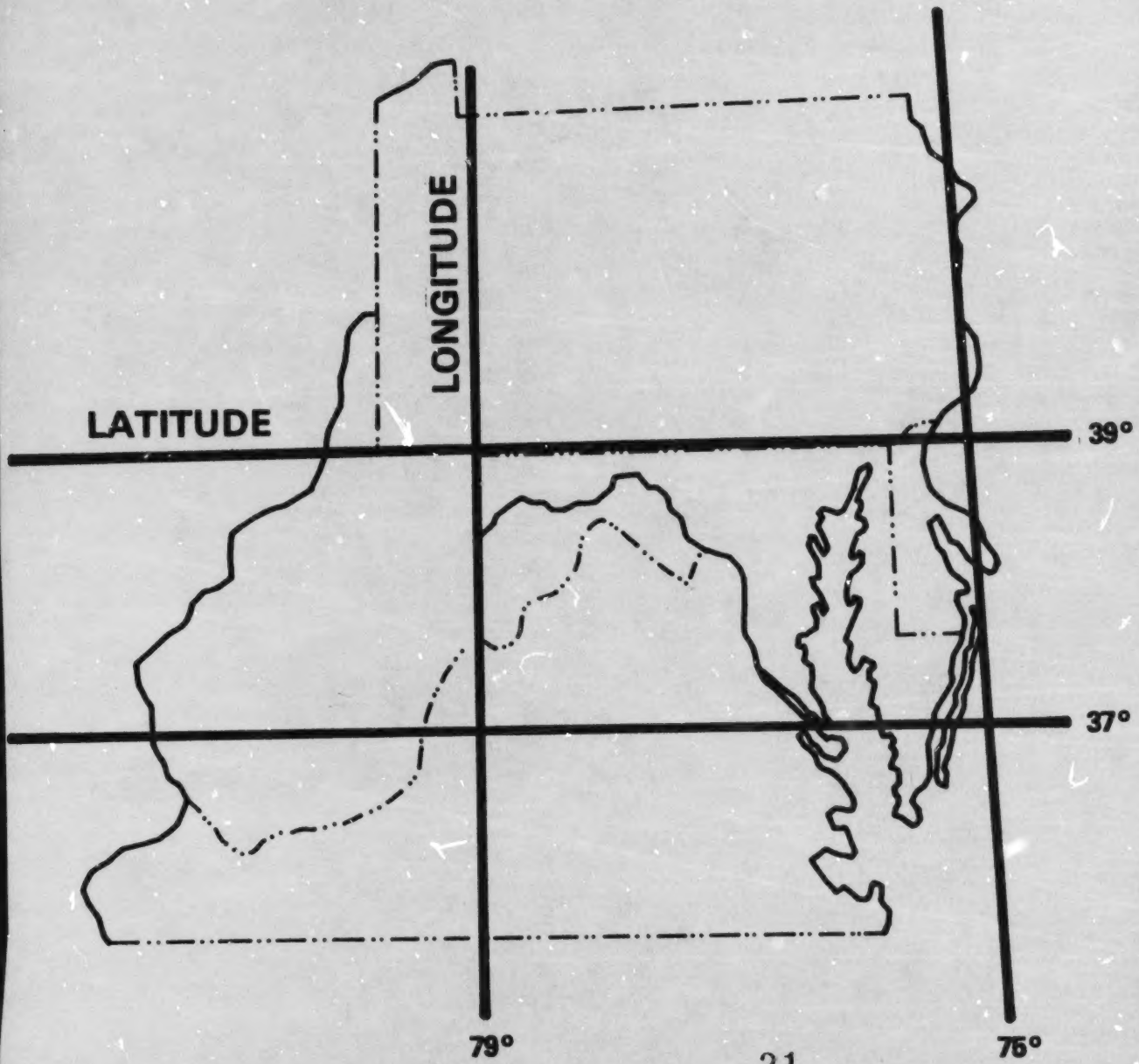
2. _____

3. _____

4. _____

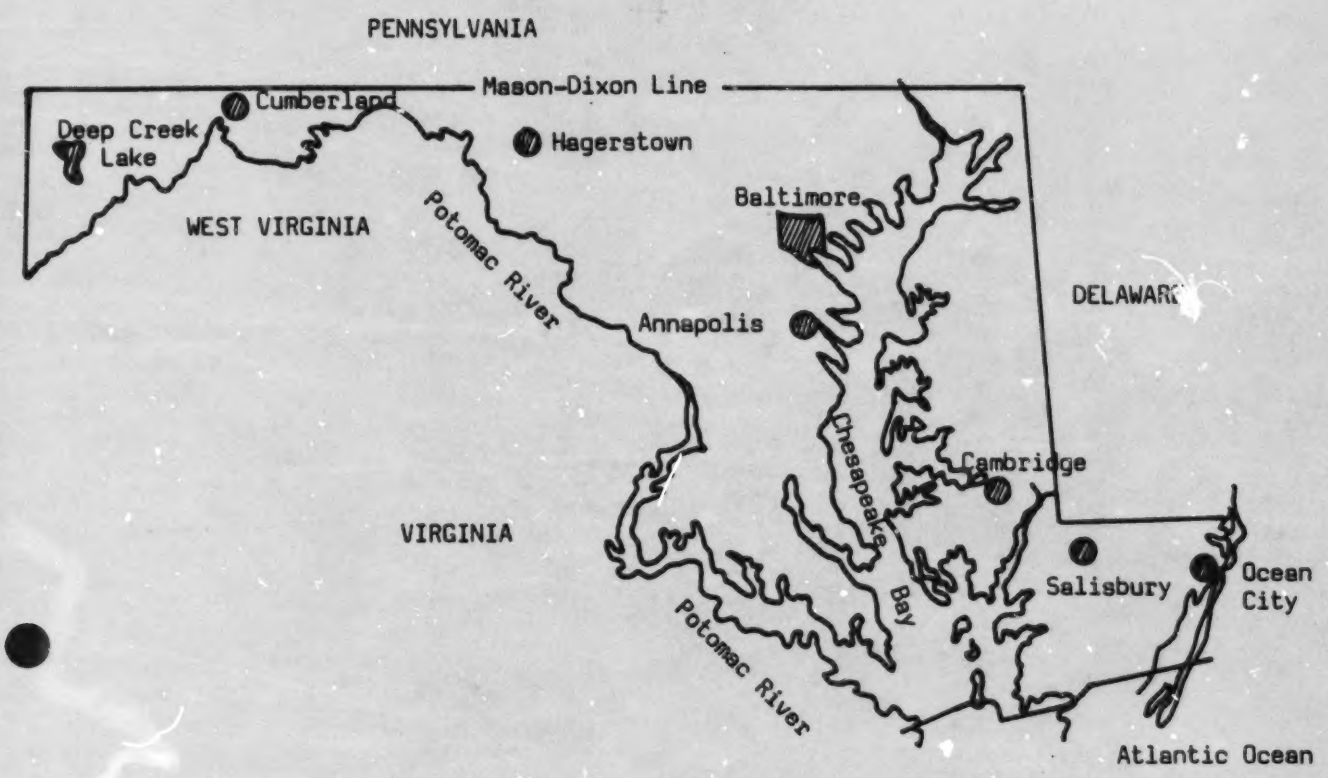
5. _____

WHERE IS MARYLAND LOCATED?



NAME _____ DATE _____

MARYLAND GEOGRAPHY



1. What is the northern boundary line of Maryland? _____
2. What state is on the east? _____
3. Maryland is divided by which large body of water? _____
4. Tell the name of the large city which is at the northern part of the bay. _____
5. What is the name of the town which is southeast of Cambridge? _____
6. Name the summer resort on the east coast. _____
7. Name the ocean on the east coast. _____
8. Which town is west of Hagerstown? _____
9. What is the name of the resort in the western part of our state which you might visit? _____
10. Name the natural boundary to the south of our state. _____
11. Name the two states to the south of our state. _____
12. What is the capital of Maryland? _____

Name _____

Student Evaluation Work Sheet

1. What did you learn about Maryland from doing this activity?

	Wasted Time				Worked Very Well
2. How well did you work by yourself?	1	2	3	4	5
How well did you work within your group?	1	2	3	4	5
Were you a good listener?	1	2	3	4	5
Were you a good teacher?	1	2	3	4	5
3. Give yourself a grade.	F	D	C	B	A
4. Give your group a grade.	F	D	C	B	A

5. What could your group do differently to achieve better results?

BEST COPY AVAILABLE

Activity No.: 8.II.1

Title: The Four Regions of Maryland

Recommended Time: 2-3 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.3.8.1	agriculture cities coastline coastal plain county crops elevation employment environment geography key legend mountain natural features natural resources (over)	1. Read to find answers. 2. Skim to locate specific information. 3. Draw inferences and make generalizations. 4. Draw conclusions.

Content Outline Covered by Activity:

II. Geographic Divisions of Maryland
- A. Southern Maryland
- B. Coastal Maryland (Eastern Shore)
- C. Piedmont (Central Maryland)
- D. Appalachian (Western Maryland)

Activity:

Hand out reading mate ial on each region of Maryland.

Direct class to read each section to find out a little bit about Maryland.

Then distribute 3 level reading guides.

Tell students to decide if the statement is True or False. If it is False tell them to make it True.

Students may skim through material, if needed, to find answers. (At this time tell classes level 2 and 3 are not necessarily written as facts in the reading. They will have to infer from the facts.)

Go over each reading guide as students finish each region or all at the same time.

As you stimulate class discussion, review the answers. (Remind students that opinions have no right or wrong.)

Materials: Readings provided from Caudill, Roy R. Maryland Historical Graphical Atlas. The Harford County Department of Education, 1981.
Work sheets, "Eastern Shore," "Southern Maryland," "The Piedmont Plateau," and "The Appalachian Region."

Adaptation for Other Levels:

Have students work in groups - sharing and discussing their answers/opinions. Have students read articles aloud.

Vocabulary (continued)

piedmont
plateau
producer
product
region
resources
resource map
scale
sea level
symbol
topography
tourism

Eastern Shore

Student Directions:

Read the selection on the Eastern Shore. Then decide if the following statements are True or False. If it is False change it to make it True. Skim back through the article if necessary to find an answer.

Level I

____ 1. There are 6 counties on the Eastern Shore.

____ 2. The Eastern Shore is part of the Delmarva Peninsula.

____ 3. The Susquehanna River flows into the Chesapeake Bay.

____ 4. There are many islands in the Chesapeake Bay.

____ 5. Water is a natural resource of the Eastern Shore.

____ 6. Poultry farming and truck farming are other big industries on the Eastern Shore.

Level II

____ 1. People of the Eastern Shore eat marsh rabbit.

____ 2. Geese and ducks spend winters on the Eastern Shore.

____ 3. People come to the Eastern Shore of Maryland to have fun.

____ 4. There are 3 large cities on "The Shore," Salisbury, Crisfield, and Cambridge.

____ 5. Soft shell crabs are good to eat.

____ 6. Oysters may die out in the bay if not monitored by the state.

____ 7. Tonging is easy.

Level III

____ 1. Living on the Eastern Shore would be like being on a vacation year round.

____ 2. Life on the Chesapeake as a waterman is easy work.

____ 3. The Eastern Shore is a unique area of Maryland.

Southern Maryland

Student Directions:

Read the selection on Southern Maryland. Then decide if the following statements are True or False. If it is False change it to make it True. Skim back through the article if necessary to find an answer.

Level I

____ 1. This region is on the Chesapeake Bay.

____ 2. Southern Maryland starts at sea level and rises to 300 feet above sea level.

____ 3. Two major rivers, the Patuxent and the Potomac, flow into the Chesapeake Bay.

____ 4. Farming, particularly corn, is a major source of income in St. Mary's County.

____ 5. Fishing is done for fun in Southern Maryland.

____ 6. Many people in Southern Maryland work for the government.

____ 7. Anne Arundel and Prince George's counties are growing in population.

____ 8. Annapolis, the state capital, is located in the Southern Maryland region.

Level II

____ 1. Southern Maryland is similar to the Eastern Shore since it is located on the coastal plain and both border the Chesapeake Bay.

____ 2. Both the Eastern Shore and Southern Maryland areas tend to be isolated from other parts of Maryland because of location.

____ 3. Southern Maryland has a long past.

____ 4. Southern Maryland's land and climate are suitable for tobacco.

____ 5. People like to vacation in Southern Maryland.

Level III

____ 1. Life in Southern Maryland would be boring.

____ 2. Southern Maryland has been around for a long time.

____ 3. I live in Southern Maryland.

The Piedmont Plateau
Central Maryland

Student Directions:

Read the selection on The Piedmont Plateau. Then decide if the following statements are True or False. If it is False change it to make it True. Skim back through the article if necessary to find an answer.

Level I

____ 1. There is much snowfall.
____ 2. This region is hilly.
____ 3. Several rivers flow through this region.
____ 4. Main industries include tobacco, corn and crabbing.
____ 5. Washington and Baltimore are located in this part of Maryland.
____ 6. Central Maryland has been growing quickly in recent years.

Level II

____ 1. The Piedmont Plateau region of Maryland is in the center of Maryland.
____ 2. This part of Maryland is prosperous.
____ 3. Central Maryland would be a nice place to visit.
____ 4. The federal government has spent much money in this region.
____ 5. Piedmont, Maryland is centrally located.

Level III

____ 1. It pays to be in a good location.
____ 2. All roads lead to Washington, D.C.
____ 3. Piedmont, Maryland is a residential community for Washington, D.C.

The Appalachian Region

Student Directions:

Read the selection on The Appalachian Region. Then decide if the following statements are True or False. If it is False change it to make it True. Skim back through the article if necessary to find an answer.

Level I

____ 1. Garrett, Allegany, Washington, and part of Frederick are counties in this northern region of Maryland.

____ 2. The Chesapeake Bay has a great effect on this area.

____ 3. This part of Maryland has the highest elevation.

____ 4. The Potomac River has its beginnings in Western Maryland.

____ 5. Coal is found in Allegany and Garrett counties.

____ 6. Tourism and lumbering are other industries in Western Maryland.

Level II

____ 1. This part of Maryland is not as densely populated as Central Maryland.

____ 2. Deep Creek Lake is not a natural lake.

____ 3. There are many mountains in this region.

____ 4. This region must be high above sea level.

____ 5. Hunters and fishermen like going to Western Maryland.

Answer this question:

In which part of Maryland would you want to live? Tell why.

_____

_____

_____

_____

_____

_____

Activity No.: 8.II.2

Title: Maryland's Geography

Recommended Time: 2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.1.8.1 3. 5.3.8.1		1. Read to find answers. 2. Draw inferences and make generalizations. 3. Draw conclusions.

Content Outline Covered by Activity:

II. Geographic Divisions of Maryland
- A. Southern Maryland
- B. Coastal Maryland (Eastern Shore)
- C. Piedmont (Central Maryland)
- D. Appalachian (Western Maryland)

Activity:

Have students read pages 71-92 in Let's Learn About Maryland.

Have students answer questions provided.

Discuss the geography, agriculture, and industry in each Maryland region.

Discuss relationships between geography, agriculture, and industry.

Materials:

Cameron, Rita G. Let's Learn About Maryland. Media Materials, Inc. 1978.

Adaptation for Other Levels:

Activity No.: 8.II.3

Title: Maryland Regions - Landforms

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.1.8.1 3. 5.3.8.1		1. Obtain information from maps. 2. Interpret maps.

Content Outline Covered by Activity:

II. Geographic Divisions of Maryland
   A. Southern Maryland
   B. Coastal Maryland (Eastern Shore)
   C. Piedmont (Central Maryland)
   D. Appalachian (Western Maryland)

Activity:

Have students read over worksheet.

Study map.

With class fill in map as directed on worksheet and color the map.

Answer questions on the worksheet.

Discuss answers with the class.

Materials:

"Maryland Regions - Landforms" - student worksheet

"Maryland Regions - Landforms" - from Washington County, Maryland - unit map

Adaptation for Other Levels:

Maryland Regions - Landforms

Maryland is divided into four regions - Eastern Shore, Southern Maryland, Central Maryland, and Western Maryland. These divisions/sections are based on physical features of the land and the land forms resulting from elevations of the land.

1. Look at the map, "Maryland Regions - Landforms," notice that Maryland has three different types of land forms. These are mountains, rolling hills, and coastal plains. Fill in the key with the appropriate term. Color each land form as follows: Mountains - orange
   Rolling Hills - yellow
   Coastal Plains - green

2. Answer these questions:

   a. What regions surround the Chesapeake Bay?

   _____ and _____

   b. What region is between Western Maryland and Southern Maryland?

   _____

   c. What region of Maryland is very mountainous? _____

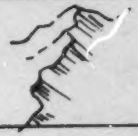
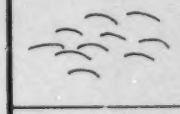
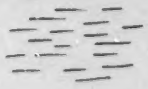
   d. Even though Southern Maryland and the Eastern Shore have the same type of landform, why do you think they are two separate regions?

   _____

   _____

   e. What do you think caused Maryland to be divided into these four regions? _____

Maryland Regions-Landforms

MAP KEY	LANDFORM	REGION
		Western or Appalachian
		Central or Piedmont Plateau
		Southern Md. and Eastern Shore

Activity No.: 8.II.4

Title: Maryland's Elevation

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1		1. Recognize differences in maps. 2. Classify information.

Content Outline Covered by Activity:

II. Geographic Divisions of Maryland
- A. Southern Maryland
- B. Coastal Maryland (Eastern Shore)
- C. Piedmont (Central Maryland)
- D. Appalachian (Western Maryland)

Activity:

Hand out work sheet "Elevations, Regions, Counties" and "Elevation" map. Using transparency as guide, have students color in map following the key on the map. Do the same with the counties map. (Students may need help with the overlapping colors/elevations.) Have students fill in the chart by classifying counties by regions. Check answers to make sure students have an accurate listing.

Materials:

Maps - "Elevation" and "Maryland Regions and Counties" from Washington County Schools - Maryland unit. Work sheet "Elevation Regions, Counties."

Adaptation for Other Levels:

Elevation, Regions, Counties

Maryland's Elevation

Maryland goes from sea level along the Atlantic coast and Chesapeake Bay all the way to over 2,000 feet in the western part of the state.

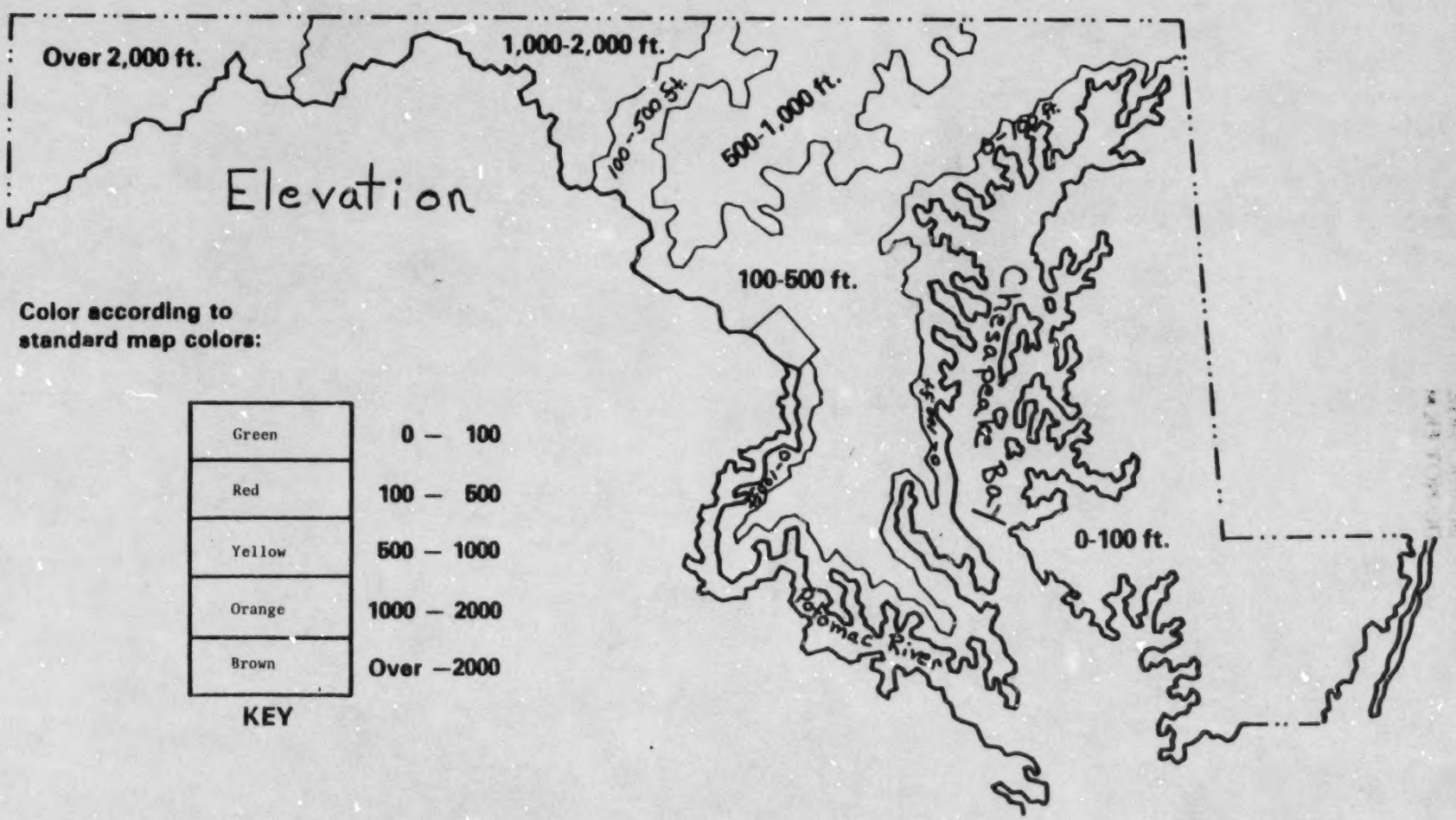
Color your elevation map according to the key on the map.

Maryland Regions-Counties

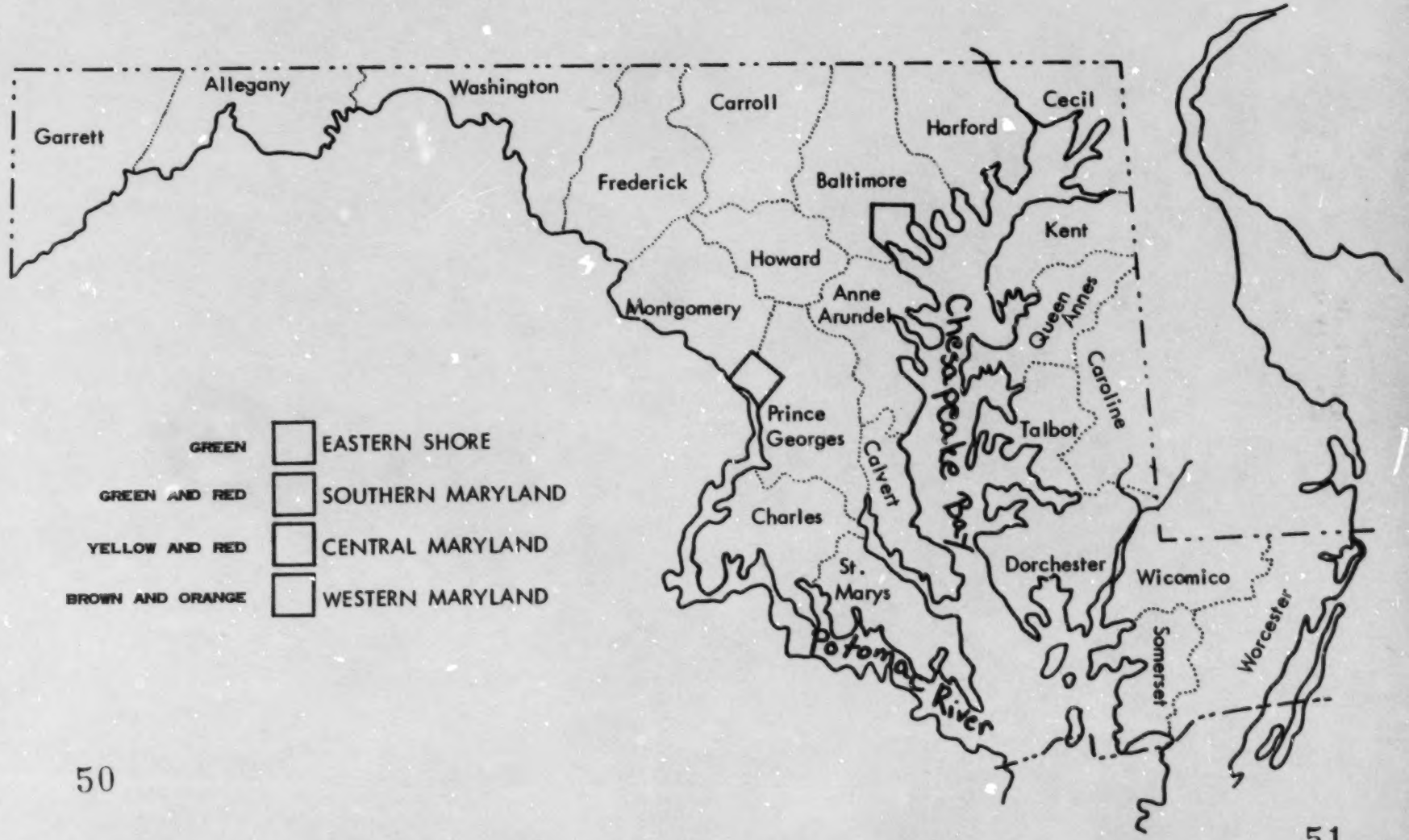
Color the map according to the key on the map. Use the landform and elevation maps to help you decide which color to use.

Complete this chart by listing the counties in each region.

Eastern Shore	Southern Maryland	Central Maryland	Western Maryland


Over 2,000 ft.
1,000-2,000 ft.
100-500 ft.
500-1,000 ft.
0-100 ft.
Elevation
100-500 ft.
Chesapeake Bay
0-100 ft.
Potomac River
Color according to standard map colors:
Green 0 — 100
Red 100 — 500
Yellow 500 — 1000
Orange 1000 — 2000
Brown Over —2000
KEY

MARYLAND REGIONS — COUNTIES



Activity No.: 8.II.5

Title: Maryland. . .ITV Series

Recommended Time: Varies with Use

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1		1. Locate places being studied. 2. Identify landforms. 3. Develop a visual image. 4. Infer people's activities and ways of living.

Content Outline Covered by Activity:

II. Geographic Divisions

Activity:

ITV videotape presentations from Maryland . . . Each tape is 20 minutes. See guide for student activities.

Materials: Maryland ITV Videotape

Maryland. . .,
The Eastern Shore, #236
The Southern Region, #237
The Central Region, #238
The Western Region, #239

Adaptation for Other Levels:

(See school media specialist for order form and teacher's manual.)

Activity No.: 8.II.6

Title: Maryland Regional Collage

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.3.8.1		1. Obtain and interpret information. 2. Know that real objects are represented by pictures or symbols. 3. Work in groups to obtain mutual goal.

Content Outline Covered by Activity:

II. Geographical Divisions of Maryland
VIII. Resources and Land Use in Maryland

Activity:

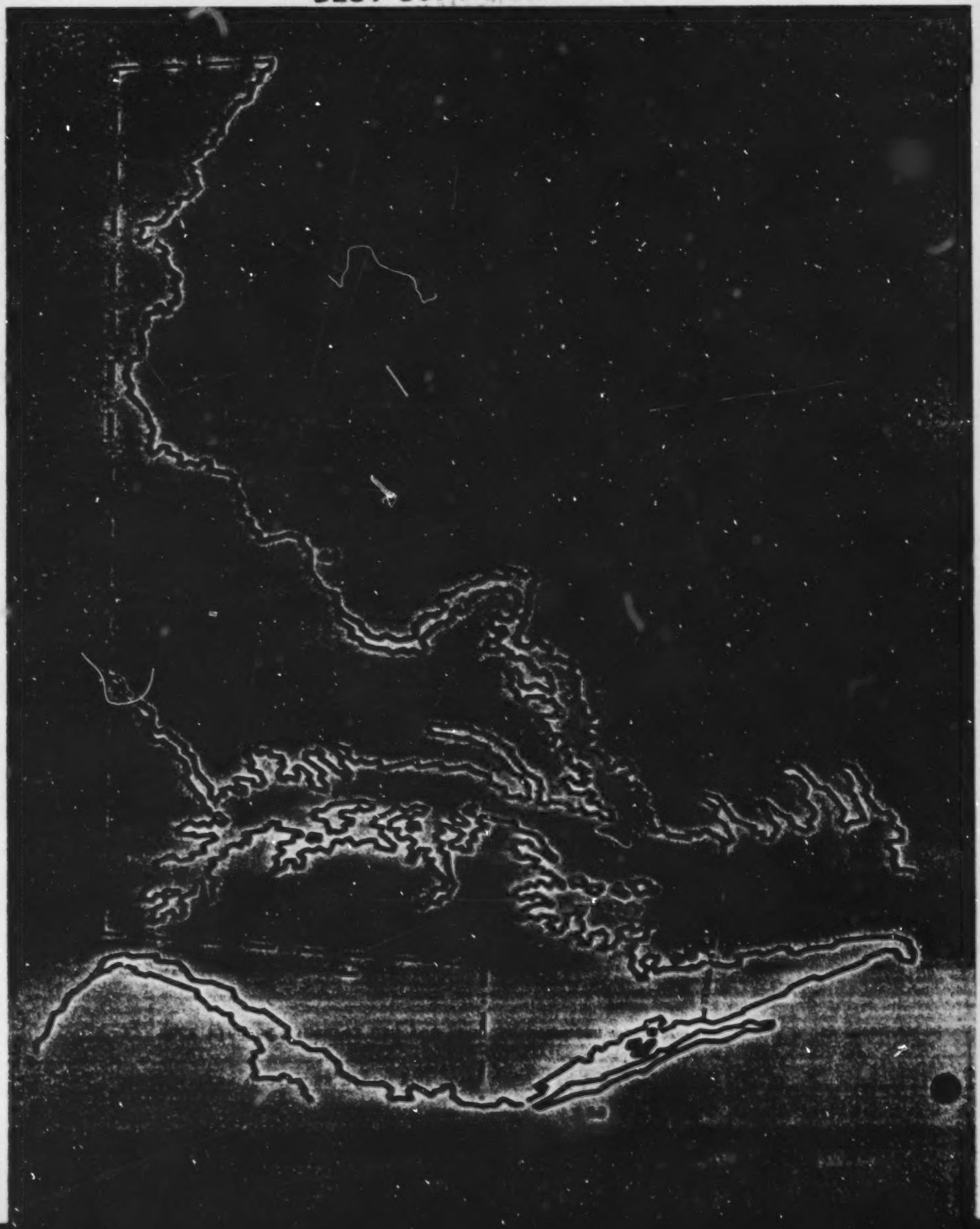
Using transparency map of Maryland, reflect map onto wall and trace around its outline. Have students work in groups to cut out pictures relating to Maryland, and paste them on appropriate regions/areas of Maryland. This would be like a collage. Have students complete top half of "Collage" work sheet. Discuss the answers directing students to make generalizations about each region using one large map of Maryland. Have each group work on one region putting their pictures on the appropriate region of the large map.

Materials:

Large white paper, Maryland map, transparency, old magazines, newspapers, pictures, worksheet "collage."

Adaptation for Other Levels:

BEST COPY AVAILABLE



Collage

Answer these questions after you have completed your collage.

1. What kind of pictures did you use for Southern Maryland?

2. Do you have more pictures of water-type activities or farming activities on the Eastern Shore? Why do you think this happened?

3. What does Western Maryland look like on your collage?

4. Do you think a lot of people live in Central Maryland? Why?

Evaluation of Group

1. How long did your group take to complete the task?

2. What does your collage look like?

3. Did you have a leader? Why or why not?

4. How well did your group work together?

5. What did you learn from doing this collage?

Activity No.: 8.II.7

Recommended Time: 30 mins.

Title: Categorizing Regions of Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.1.8.1 3. 5.3.8.1		1. Classifying information.

Content Outline Covered by Activity:

II. Geographic Divisions of Maryland

Activity:

Hand out two work sheets "Categorizing Regions of Maryland" and word list.

Students may work individually, in partners, or groups.

Using reading materials on regions and maps, put the words in the appropriate columns.

Go over lists as a class.

Materials:

Chart - "Categorizing Regions of Maryland" and word list.

Adaptation for Other Levels:

Name _____

Categorizing Regions of Maryland

Place the topics listed on page two under the most appropriate geographical region.

Eastern Shore (Coastal Region)	Southern Maryland	Central Maryland (Piedmont Region)	Western Maryland (Appalachian Mountains)

Name _____

Place the topics listed on this page under the most appropriate geographical region. Use the reading material to help you classify this information.

metropolitan area
dairy farming
atomic power plants
mountains
busy port
state capital
ocean playground
apple orchards
maple sugar camps
first Maryland settlement
home of Harriet Tubman
seafood capital of Maryland
heady industry
coastal plain
steel plant
working canal
skiing
poultry farming
coal mining
duck hunting
Appalachian Trail
coolest climate
U.S. Naval Academy

Activity No.: 8.II.8

Recommended Time: 1 period

Title: Geographical Divisions of Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.1.8.1 3. 5.3.8.1		1. Obtain and interpret information. 2. Interpret map symbols and legends. 3. Analyze, interpret, and evaluate evidence.

Content Outline Covered by Activity:

II. Geographic Divisions of Maryland

Activity:

Hand out map "Maryland Regions."

Using a transparency as a guide, have students follow and do the directions on the map. Have students refer back to their readings and maps in this unit for reference.

Have students answer questions on "Maryland Regions" work sheet. Discuss answers with the class.

Materials:

Map - "Maryland Regions" from Washington County Public Schools Maryland Unit.
Work sheet - "Maryland Regions."

Adaptation for Other Levels:

Maryland Regions Name _____

Work Sheet

True or False

____ 1. The Chesapeake Bay separates the Eastern Shore from Southern Maryland.

____ 2. Both the Eastern Shore and Southern Maryland are coastal plains.

____ 3. Western Maryland is high above sea level and has many mountains.

____ 4. Washington, D.C. is in Central Maryland and very near Southern Maryland.

_____ 5. Maryland is very hilly.

Short Answer

1. If you wanted to buy a truckload of coal, to what region of Maryland would you go?

2. Where would be a good place to go fishing in Maryland? Is this salt water or fresh water fishing?

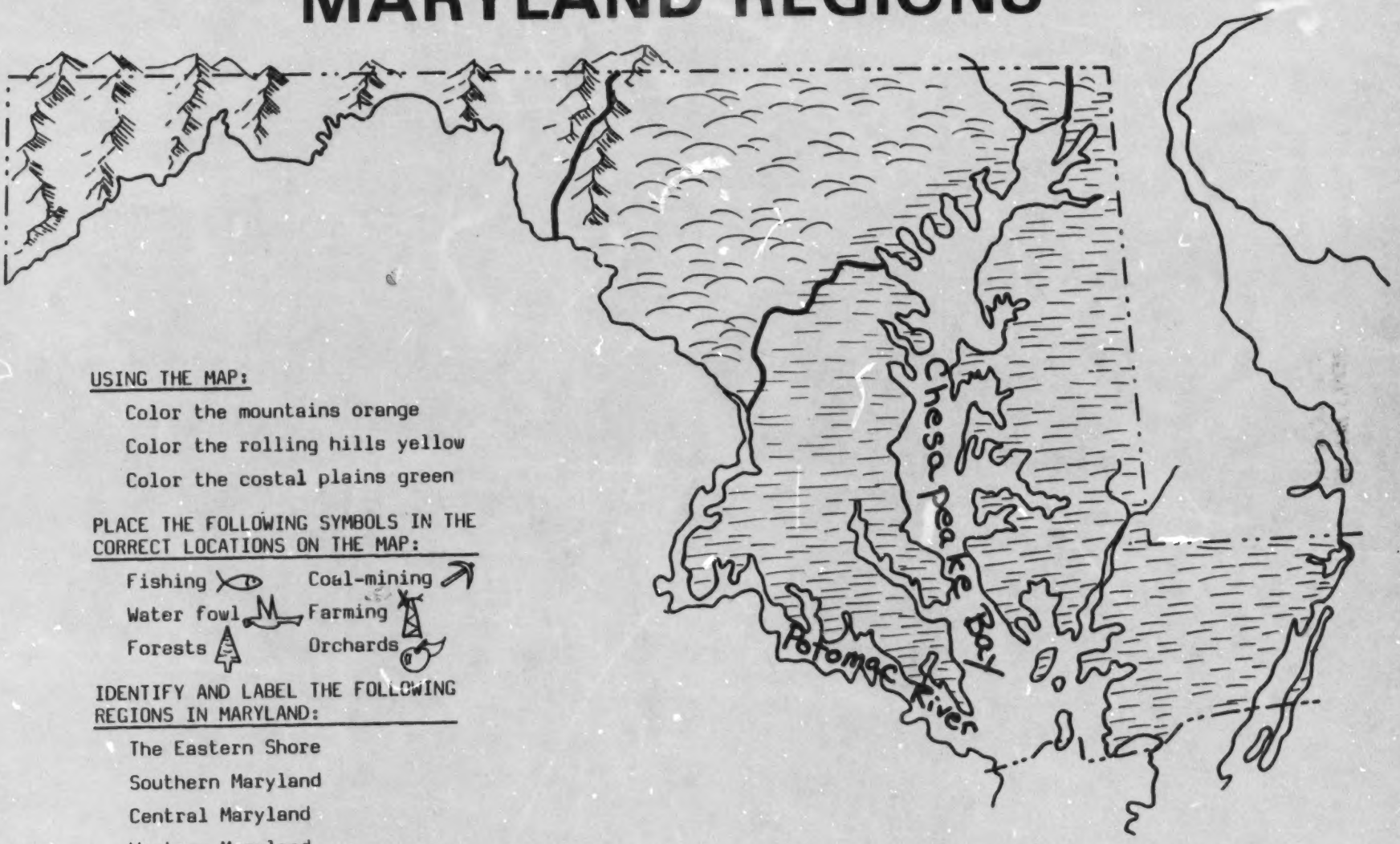
3. In what regions does farming take place?

4. What mountains are in Western Maryland?

5. Why aren't there mountains on the Eastern Shore?

6. In your own words, explain why Maryland is divided into four regions?

MARYLAND REGIONS



USING THE MAP:

Color the mountains orange

Color the rolling hills yellow

Color the costal plains green

PLACE THE FOLLOWING SYMBOLS IN THE CORRECT LOCATIONS ON THE MAP:

Fishing

Water fowl

Forests

Coal-mining

Farming

Orchards

IDENTIFY AND LABEL THE FOLLOWING REGIONS IN MARYLAND:

The Eastern Shore

Southern Maryland

Central Maryland

Western Maryland

Note: Use reading material to help you find the correct locations.

Activity No.: 8.II.9

Title: Maryland Geography

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 5.1.8.1 3. 5.3.8.1		1. Read to find answers. 2. Draw inferences and make generalizations. 3. Draw conclusions.

Content Outline Covered by Activity:

Geography of Maryland

II. Geographic Divisions of Maryland
  A. Southern Maryland
  B. Coastal Maryland (Eastern Shore)
  C. Piedmont (Central Maryland)
  D. Appalachian (Western Maryland)

Activity:

Have students read pages 71-92 in Let's Learn About Maryland.

Have students answer questions provided.

Discuss the geography, agriculture, and industry in each Maryland region. Discuss relationships between geography, agriculture, and industry.

Materials:

Cameron, Rita G. Let's Learn About Maryland. Media Materials, Inc., 1978.

Adaptation for Other Levels:

Activity No.: 8.III.A.1

Title: More Than You Ever Wanted to Know About Chesapeake Bay

Recommended Time: 3-5 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.4.8.1	bay boundary coastline environment grid headwaters island latitude longitude legend natural resources public property refuge scale symbol	1. Classifying information into generalities and specifics. 2. Compare and contrast information from two or more sources. 3. Identify and use cardinal and intermediate directions. 4. Locate places being studied on a map. 5. Locate geographic features. 6. Compare information to draw inferences. 7. Identify meaning of a title. 8. Determine the basis on which graphs, charts, tables, maps were developed. 9. Evaluate and draw inferences based or data from graphs, charts and tables. 10. Demonstrate use of longitude and latitude.

(over)

Content Outline Covered by Activity:

III. Geography of Maryland
  A. Chesapeake Bay

Activity:

Have students read and discuss "Chesapeake Bay," reading pages 1 and 2 of packet.

Briefly review the Chesapeake Bay location on available maps. Also, briefly review map symbols on available maps.

Have students work through "The Chesapeake Bay" packet at their own pace.

Students might check their work in small groups if that works into teaching style and physical setting.

Note: This packet is not intended to "teach" the Bay's islands, lighthouses, etc., but rather to have students investigate the Bay as well as use map skills using specific points of interest in Maryland as a vehicle to those ends.

Materials:

ITV Here and There in Maryland: Field Trip, Blackwater Refuge. Maryland ITV - St. Mary's County # 340. (Includes teaching manual with teaching activities and suggestions.)

(over)

Adaptation for Other Levels:

Skills Objectives: (continued)

11. Develop a visual image of landforms.
12. Use map scale.
13. Determine that real objects are represented by pictures and symbols.
14. Interpret abbreviations on a map.
15. Consult two or more maps to gather information on the same areas.

Materials: (continued)

The "Chesapeake Bay" packet, wall map of Maryland, and Maryland official highway map.

The Chesapeake Bay

The largest estuary in the United States is the Chesapeake Bay. It was created approximately 10,000 years ago by the flooding of the lower valley of the Susquehanna River. Because of this flooding, the Bay and its tributaries have an estimated shoreline of 8,100 miles. (4,000 miles in Maryland and 4,100 miles in Virginia.) The Bay is 195 miles long and its width varies from 5 to 30 miles. A comparatively shallow body of water, the Bay's average depth is 21 feet. There are, however, deeper natural areas and the artificial channels to Baltimore and to the Chesapeake and Delaware Canal. The open Bay has a surface area of 2,500 square miles.

The Maryland portion includes those areas of the Bay which lie north of Smith Point at the mouth of the Potomac River. The State of Maryland owns the Potomac to the mean low-tide line on the Virginia Shore. The Maryland-Virginia line runs across the Bay from the Potomac through the middle of Pocomoke Sound on the Eastern Shore. The Maryland portion includes the deepest hole in the Bay (off Bloody Point, at the south end of Kent Island) and the narrowest segment (between Sandy Point and Kent Island). The widest portion of the Bay is shared by both states at the Maryland-Virginia line.

Do you ever wonder how something started or why it is found at a certain place? Like a stream nearby your home, or a hill or cliff you find on a hike in the woods. Those questions are very puzzling but they all have answers.

With a water body as big as the Chesapeake Bay, it might appear to be a BIG problem understanding how the Bay was formed. But, it is really not that difficult. Here is the story of the birth of the Bay . . .

Today, at the top of the Bay we find a river called the Susquehanna. About ten thousand years ago the Susquehanna River was much longer. It once flowed directly to the Atlantic Ocean. It emptied into the ocean about where you see Cape Charles and Cape Henry, Virginia.

At that time, much of our part of the world was covered by an enormous sheet of ice. This was called the Fourth Ice Age. The ice began to melt very slowly. As it melted, water flowed into the oceans which began to rise. As the oceans rose, rivers were flooded or drowned. Flooded or drowned rivers are called "estuaries." That is just what the Chesapeake Bay is. It is an estuary or drowned river - part of the Susquehanna. It is also the longest estuary in the United States.

Luckily, the ocean waters stopped rising by the time the flooded river reached a length of nearly 200 miles. Today the city of Havre de Grace is located at the mouth of the Susquehanna River and at the head of the Chesapeake Bay. So, as you see, the whole river was not flooded to form the Chesapeake Bay.

The present population of the total Chesapeake Bay watershed of 75,000 square miles is about 8 million. In Maryland and the District of Columbia, approximately two and one-half million persons live within twenty miles of the Bay and its tributaries, and most of them affect it and are affected by it. Most are clustered in the urban and suburban centers around Baltimore and Washington. Many, however, live along the shore in hundreds of small cities, towns, and villages which arose because of the presence of the Bay.

The surface of the Bay slopes slightly from the Susquehanna River, which provides over 55 percent of the Bay's fresh water, to the Atlantic Ocean, thus maintaining a net flow to the sea. The slope is hardly noticeable because of the tides which move up the Bay from the Ocean every 13 hours.

Critical to marine life is the salt content of the Bay. It profoundly affects the distribution of all plants and animals and is a major reason for the variety of life found in the Bay. Beginning at the Susquehanna River, the salinity increases in a fairly regular pattern along the length of the Bay, reaching a salt content of nearly full sea water at the mouth. Minimum salinities occur in the spring, when essentially fresh water extends, on the average, to Pooles Island; maximum salinities occur in the autumn, when low but measurable ocean-derived concentrations extend into the Susquehanna Flats.

There are many marshes along the shores of the Chesapeake Bay and along the edges of its tributaries, creeks, and inlets. These marshes are extremely vital to the ecology of the Bay system, for not only do they supply cover and food for many species of waterfowl, songbirds, mammals, fishes, crabs, and many other aquatic animals, but, as they decompose, they return important nutrients to the entire water system.

Points of Interest on the
Chespeake Bay in Maryland

1. Lighthouses--
   - Concord Point, Havre de Grace
   - Turkey Point, Cecil County
   - Pooles Island, East of Kent County
   - Sandy Point, Anne Arundel County
   - Thomas Point, Anne Arundel County
   - Bloody Point, Kent Island
   - Hooper Straight, St. Michael's
   - Sharps Island, Mouth of Choptank River
   - Cove Point, Calvert County
   - Drum Point, Calvert County
   - Hooper Island, Dorchester County
   - Point No Point, St. Mary's County
   - Point Lookout, St. Mary's County
   - Piney Point, St. Mary's County

2. State Parks--
   - *Elk Neck, Cecil County
   - Gunpowder, Baltimore County
   - Sandy Point, Anne Arundel County
   - *Calvert Cliffs, Calvert County
   - *Point Lookout, St. Mary's County
   - *James Island, Somerset County

3. National Wildlife Refuges --
   - *Susquehanna, Harford County
   - Eastern Neck Island, Kent County
   - *Blackwater, Dorchester County
   - Martin, Somerset County

4. State Wildlife Management Areas--
   - *Taylors Island, Dorchester County
   - Fishing Bay, Dorchester County
   - *Ellis Bay, Wicomico County
   - Deal Island, Somerset County
   - Fairmount, Somerset County
   - Pocomoke Sound, Somerset County
   - Cedar Island, Somerset County

5. Islands--
   - Kent Island
   - Hooper Island, Dorchester County
   - Tilghman Island, Talbot County
   - Pooles Island, East of Kent County

6. Other Points of Interest--
   - Chesapeake Bay Bridge (William Preston Lane, Jr., Memorial Bridge)
   - Chesapeake Bay Hydraulic Model - Matapeake
   - Calvert Cliffs Nuclear Power Plant, Calvert County
   - Marine Biological Laboratory, Solomons
   - Calvert Marine Museum, Solomons

7. Military
   - Aberdeen Proving Grounds
   - Patuxent Naval Air Test Center

The Chesapeake Bay

1. Using your atlas, wall map, and state highway map, color the Chesapeake Bay, its major tributaries and the Atlantic Ocean their appropriate map color on your map.

2. Label the Chesapeake Bay, Atlantic Ocean, Delaware Bay, Potomac River, the states of Maryland, Virginia, Delaware, Pennsylvania, and New Jersey.

3. Place the cities of Baltimore, Maryland, and Annapolis, Maryland on your map. (They have been marked for you.)

4. Place these lines of latitude on your map: 38^{o}N, 38^{o} 30' (minutes) N, 39^{o}N, 39^{o} 30'N.

5. Place these lines of longitude on your map: 75^{o}W, 75^{o} 30'W, 76^{o}W, 76^{o}30'W, 77^{o}W.

6. The mouth of the Chesapeake Bay is located in the state of _____. The _____ Naval Base is located close to the mouth of the Bay.

7. The "headwaters" of the Chesapeake Bay are located in the state of _____.

8. Name the counties of Virginia that border the Chesapeake Bay.

9. Name the counties of Maryland that border the Chesapeake Bay.

10. Using the scale of miles on your maps and/or atlas, measure and then make a chart that compares the number of miles of Bay shoreline in Maryland versus the number of miles of Bay shoreline in Virginia.

Chesapeake Bay Lighthouses

1. Using your wall map and road map, place these Bay lighthouses on your lighthouse map. The locations are numbered. Write the lighthouse names on the lines next to the number that shows its location.

Turkey Point, Cecil County
Sandy Point, Anne Arundel County
Thomas Point, Anne Arundel County
Bloody Point, Kent Island
Hooper Straight, St. Michael's
Cove Point, Calvert County
Drum Point, Calvert County
Point No Point, St. Mary's County
Point Lookout, St. Mary's County
Piney Point, St. Mary's County

2. Of these 10 lighthouses, which are on the Chesapeake Bay's Eastern Shore? Name them.

Which are on the Bay's Western Shore? Name them.

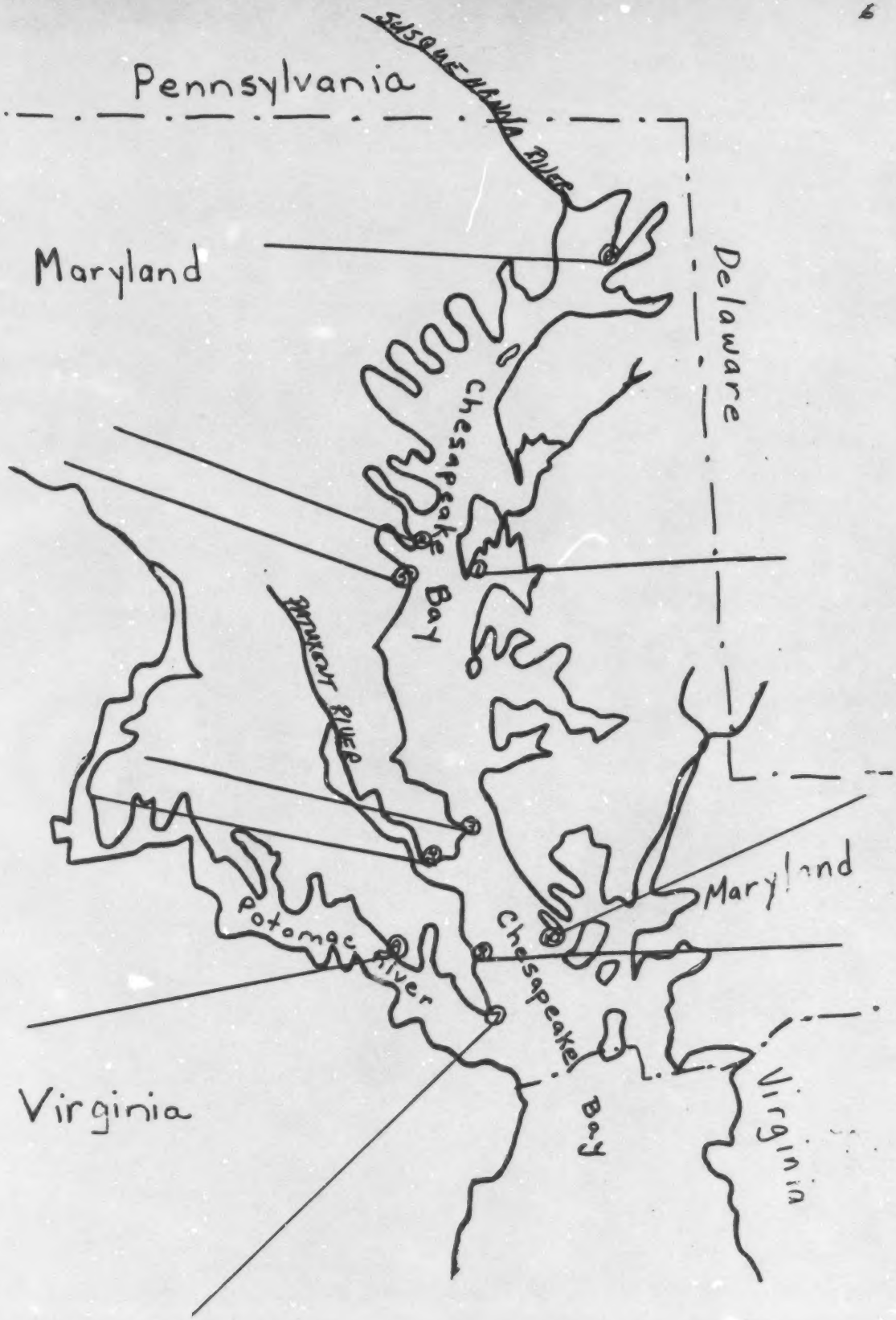
3. Imagine you are in a night sailing race from Turkey Point at the northern end of the Bay in Cecil County to Piney Point, several miles up the Potomac River in St. Mary's County. List the lighthouses that you would pass and use for navigation in the order that you would pass them. Your starting point and ending point are already done for you.

1. Turkey Point Lighthouse
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. Piney Point Lighthouse

4. Now use the scale of miles on your map and determine how many miles you would travel in your race from Turkey Point, around Point Lookout and up to Piney Point. _____ miles.

5. Using the mileage you found in question #4, determine how long it would take you to get from Turkey Point to Piney Point by water if you were sailing at 5 mph?

How long would it take you if you were traveling at 10 mph?



Maryland Chesapeake Bay Lighthouses

Maryland Islands and Points of Interest on the Chesapeake Bay

1. Using your wall map and highway map, label these islands on your map entitled "Islands or Points of Interest on the Bay." (They are numbered 1 through 4 and are lined at their locations.)

   - Kent Island
   - Tilghman Island
   - Hooper Island
   - Pooles Island

2. Which island is northernmost in the Bay?

3. Which island is southernmost in the Bay?

4. Which island is very important to land transportation in Maryland? Why?

5. Place these other points of interest on your map:

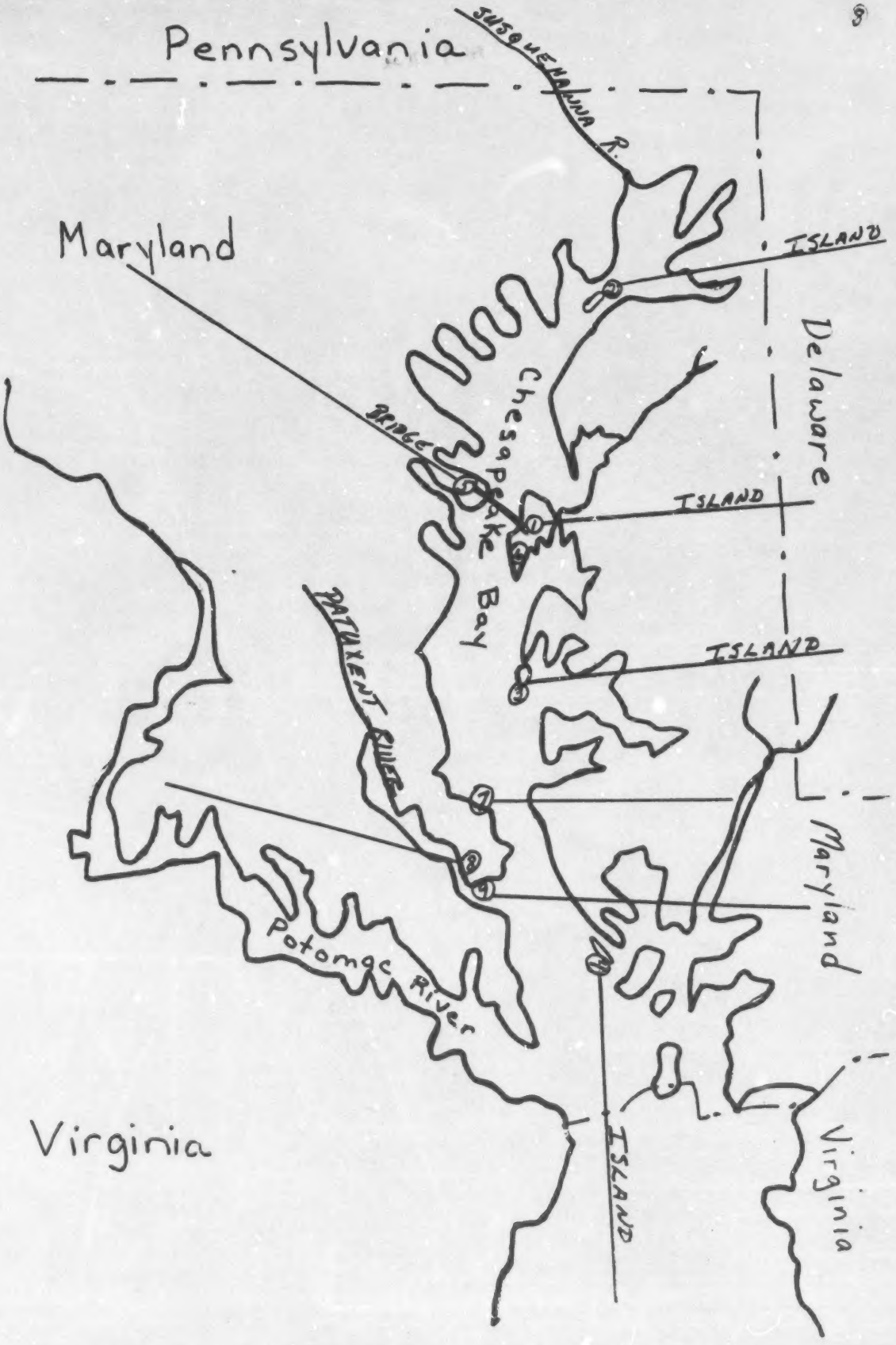
   - Chesapeake Bay Bridge (William Preston Lane, Jr., Memorial Bridge)
   - Chesapeake Bay Hydraulic Model - Matapeake (Kent Island)
   - Calvert Cliffs Nuclear Power Plant
   - Marine Biological Laboratory, Solomons
   - Calvert Marine Museum, Solomons

   (They are numbered 5 through 9 and are lined at their location on your map.)

6. Using your wall maps and official highway maps, find the Aberdeen Proving Grounds and Patuxent Naval Air Center. Draw their boundaries on your map and label them to the best of your ability.

7. Using your Maryland highway map, plan a field trip from your school to any one Chesapeake Bay island. Include in your field trip any two points of interest on your map and the Aberdeen Proving Grounds. Make a chart showing the route you will use, the stops you will make in the order that you will make them, and the amount of miles you will travel. Be sure to include your route home.

8. Using your map entitled "Maryland Islands and Points of Interest on the Chesapeake Bay," map out your field trip. Be sure to draw and label your route and major cities. Set up a key, if necessary, to explain your symbols.


Pennsylvania
SUSQUEHANNA R.
Maryland
ISLAND
Delaware
Chesapeake Bay
BRIDGE
ISLAND
PATUXENT RIVER
ISLAND
Maryland
Potomac River
Virginia
ISLAND
Virginia

State Parks, State Wildlife Management Areas, and National Wildlife Refuges of Maryland's Chesapeake Bay

1. Review page 2 of this packet entitled "Pointsof Interest on the Chesapeake Bay in Maryland." Use your wall map and Maryland highway map and place these four state parks on your map entitled "State Parks, State Wildlife Management Areas, and National Wildlife Refuges of Maryland's Chesapeake Bay."

   Parks, State Wildlife Management Areas, and National Wildlife Refuges of Maryland's Chesapeake Bay

   Elk Neck State Park - Cecil County

   Calvert Cliffs State Park - Calvert County

   Point Lookout State Park - St. Mary's County

   James Island State Park - Somerset County

   *Remember, you must draw in your own boundaries, use your own symbols and make your own key.

2. Now place the Taylor's Island State Wildlife Management Area and the Ellis Bay State Wildlife Management Area on your map. Also, include the Susquehanna National Wildlife Refuge and Blackwater National Wildlife Refuge.

   *Remember, you must draw in your own boundaries, use your own sumbols and make your own key.

3. Use the chart entitled "Department of Natural Resources Forests and Parks" found in the Maryland Official Highway Map to answer these questions:

   a. Could you camp at Calvert Cliffs State Park?

   b. Does Calvert Cliffs have a play area?

   c. Is there swimming at Point Lookout State Park?

   d. Can you hunt at Point Lookout State Park?

   e. Could you camp at James Island State Park?

   f. What type of campground is available at James Island?

   g. How big is James Island State Park?

   h. Is there boating available at Elk Neck State Park?

   i. How many camp sites are available at Elk Neck State Park?

   j. According to the map key on this chart, where is Calvert Cliffs located?

   _____

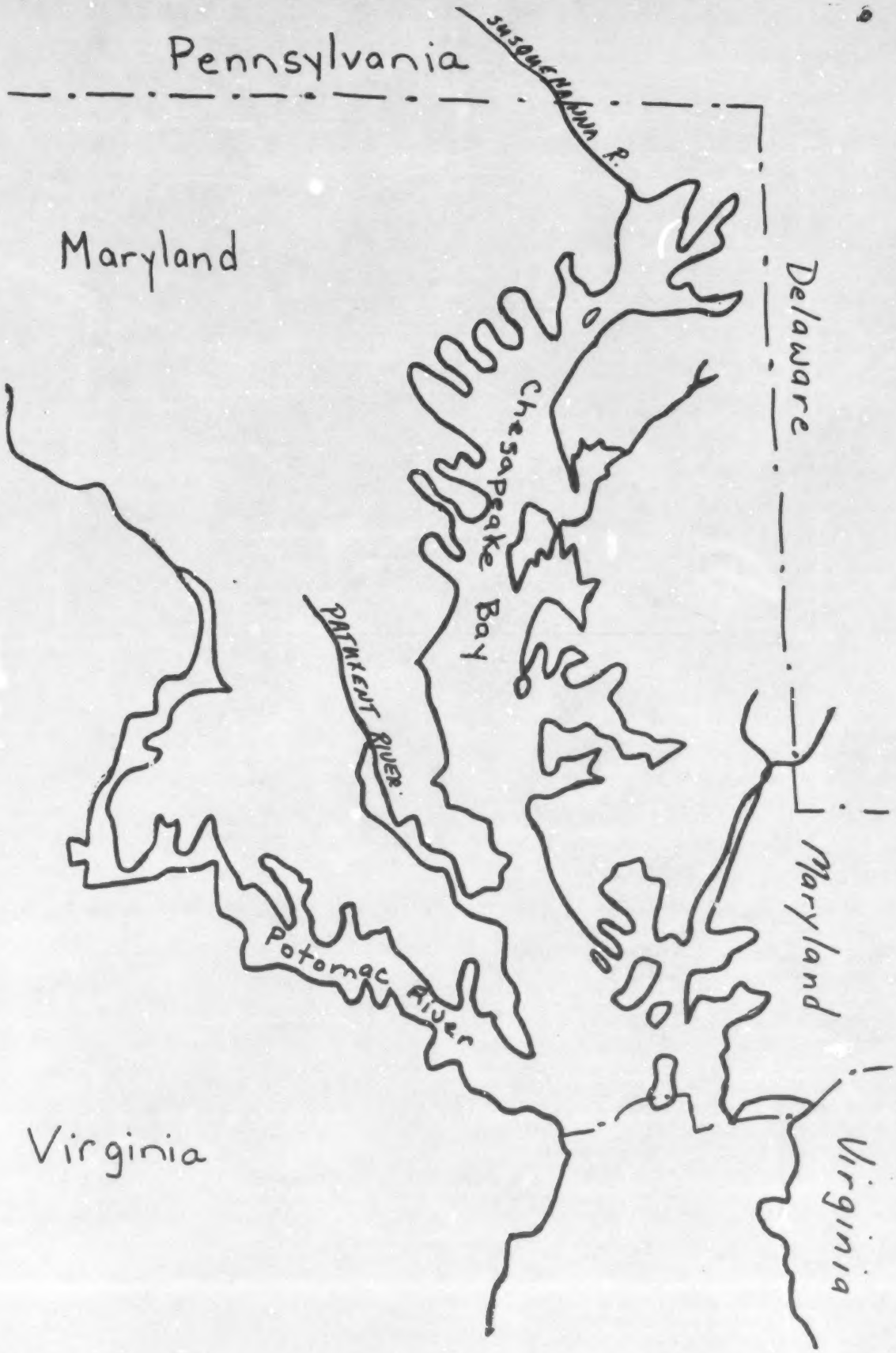
   Elk Neck? _____

   James Island? _____

   Point Lookout? _____

4. Of the 4 state parks that you have examined, in which would you like to vacation for a one-week period? (Be very specific with your reasons.)

5. Research any one point of interest covered on this page or on page 2 of this packet and compose a 2-page report with one visual to be presented in a 5-minute report to the class.


Pennsylvania
SUSQUEHANNA R.
Maryland
Delaware
Chesapeake Bay
PATUXENT RIVER
Potomac River
Maryland
Virginia
Virginia

Activity No.: 8.III.B.1

Title: Waterways of Maryland

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.4.8.1	boundary canal creek river stream tributary	1. Classify information into generalities and specifics. 2. Compare/contrast information from two or more sources. 3. Locate themselves in relation to the state. 4. Locate geographic features. 5. Use scale.

Content Outline Covered by Activity:

III. Bodies of Water
- A. Chesapeake Bay
- B. Rivers
  1. Potomac River
  2. Patuxent River
  3. Patapsco River
  4. Susquehanna River
  5. Chester River
  6. Choptank River
  7. Nanticoke River
  8. Wicomico River
  9. St. Mary's River
  10. Gunpowder River

Activity:

After a brief review of map designations for rivers and tributaries, have students use 1983 Maryland highway map and/or wall map of Maryland - complete student work sheet of Waterways of Maryland.

Check transparency map using the overhead projector.

Have students complete question worksheet concerning Maryland Waterways.

Materials:

Work sheet - "Waterways of Maryland"

Maps - "Waterways of Maryland

Wall map of Maryland

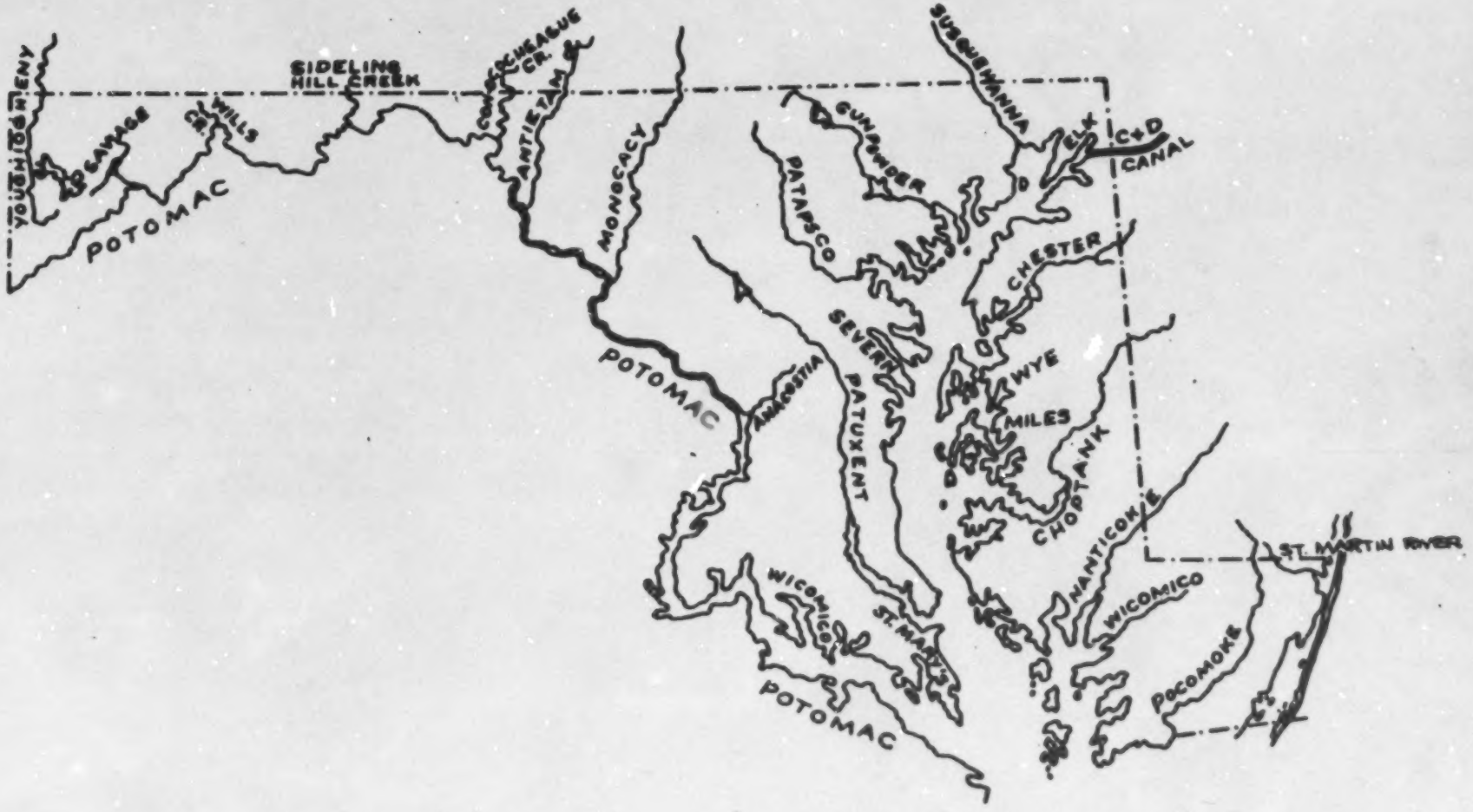
1983 Maryland Official Highway Map

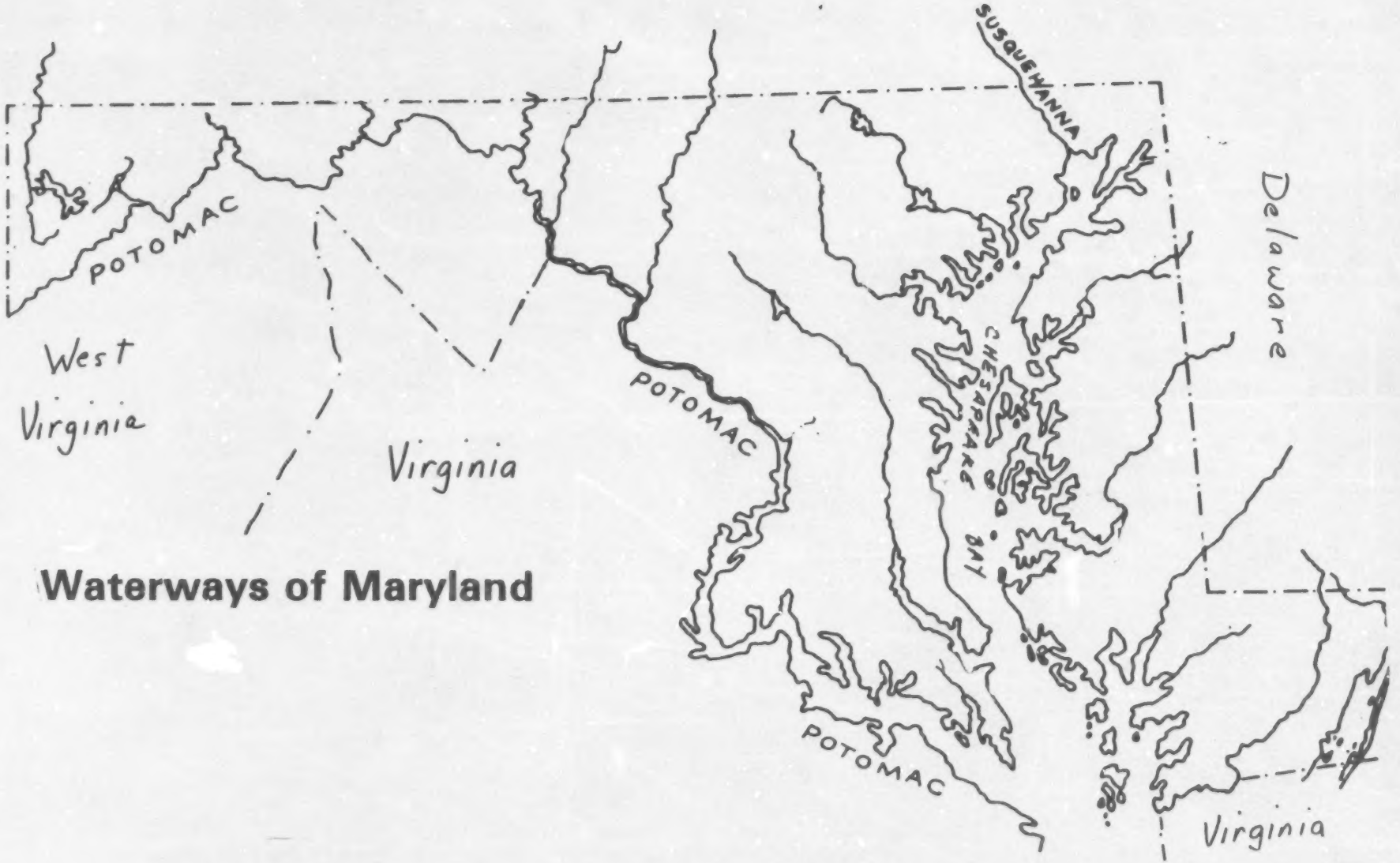
Adaptation for Other Levels:

Waterways of Maryland Work Sheet

1. St. Mary's County is bordered by the _____River to the north, the _____ River to the south, and the _____ Bay on the east.
2. The _____ River separates St. Mary's and Calvert Counties.
3. The Potomac River forms the boundary between Maryland and the state of _____ and _____ _____.
4. The _____River forms much of Baltimore's harbor.
5. The _____ River has been dammed in two spots in Baltimore County to form Prettyboy and Lock River Reservoirs.
6. The _____ River originates in Pennsylvania and is considered the "headwaters" of the Chesapeake Bay.
7. The _____ River separates Kent County from Queen Anne's County.
8. The _____ River separates Talbot and Dorchester Counties.
9. The _____ River separates Dorchester and Wicomico Counties.
10. All the rivers that you found in questions 1 through 9 empty into the _____ Bay.
11. Now label the 10 rivers of Maryland that you found in questions 1 through 9 on your map titled "Waterways of Maryland." (The Potomac and Susquehanna Rivers are done for you.)
12. Set up a chart that separates the 10 rivers that you found in questions 1 through 9 into two groups. One group will drain Maryland's Eastern Shore and empty into the eastern shore of the Chesapeake Bay. The second group will drain the central, western, and southern portions of Maryland and empty into the western shore of the Chesapeake Bay.
13. Find another way to divide these 10 rivers of Maryland into two groups. Be sure to explain the method you used to divide them. Then in a chart divide them according to the criteria you chose.
14. Using the scale of miles on your map, measure as accurately as you can the length of the Potomac River from the westernmost edge of Garrett County to its mouth at the Chesapeake Bay.

Waterways of Maryland





Waterways of Maryland

Activity No.: 8.III.C.1

Recommended Time: 1 period

Title: Lakes and Reservoirs of Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1	hydroelectric impoundment lake recreation reservoir watershed	1. Classify information. 2. Compare and contrast information. 3. Locate selves in relation to state. 4. Determine objects are represented by symbols. 5. Interpret abbreviations on a map. 6. Infer people's activities and ways of living from information on maps and globe. 7. Analyze and interpret relations shown on a graph and map.

Content Outline Covered by Activity:

III. Bodies of Water
- C. Lake/Reservoirs
  1. Deep Creek
  2. Loch Raven
  3. Liberty
  4. Prettyboy
  5. Triadelphia
  6. Rocky Gorge

Activity:

Have a brief review of map symbols referring to lakes and reservoirs with students.

Have students use wall map of Maryland, Maryland highway maps and available classroom reference material to work on work sheet and map.

Check/review with emphasis on allowing students to discuss and critique thought providing questions #6 through 10 on work sheet, "Lakes and Reservoirs of Maryland."

Materials:

Wall map of Maryland
Maryland Highway Map
"Lakes and Reservoirs of Maryland" - work sheet and map

Adaptation for Other Levels:

Lakes and Reservoirs of Maryland

1. Using your wall map and Maryland highway map label these lakes and reservoirs:

Deep Creek Lake	Liberty Reservoir
Lock Raven Reservoir	Triadelphia Reservoir
Prettyboy Reservoir	Rocky Gorge Reservoir

2. Using available dictionaries and glossaries define these terms:

   reservoir, watershed, hydroelectric, impoundment, lake

3. Matching:

_____	1. Deep Creek Lake	a. Northernmost reservoir on the Patuxent River, helps separate Montgomery and Howard Counties.
_____	2. Lock Raven Reservoir	b. Southernmost watershed in the state, developed to control erosion and flood waters in one Southern Maryland county.
_____	3. Prettyboy Reservoir	c. Man made impoundment in Garrett County, used for hydroelectric power and has many recreational benefits.
_____	4. Liberty Reservoir	d. Reservoir in northern Baltimore County on the Gunpowder River.
_____	5. Triadelphia Reservoir	e. Reservoir located closest to Maryland Route 695 (Baltimore Beltway).
_____	6. St. Mary's Watershed	f. Reservoir to the west of Baltimore on the Patapsco River, helps control erosion and floodwater from Baltimore and Carroll Counties.
_____	7. Rocky Gorge Reservoir	g. Southernmost reservoir located on the Patuxent River between Howard and Montgomery Counties.

4. Why was Deep Creek Lake built?

5. When was Deep Creek Lake built?
   Where is it located?

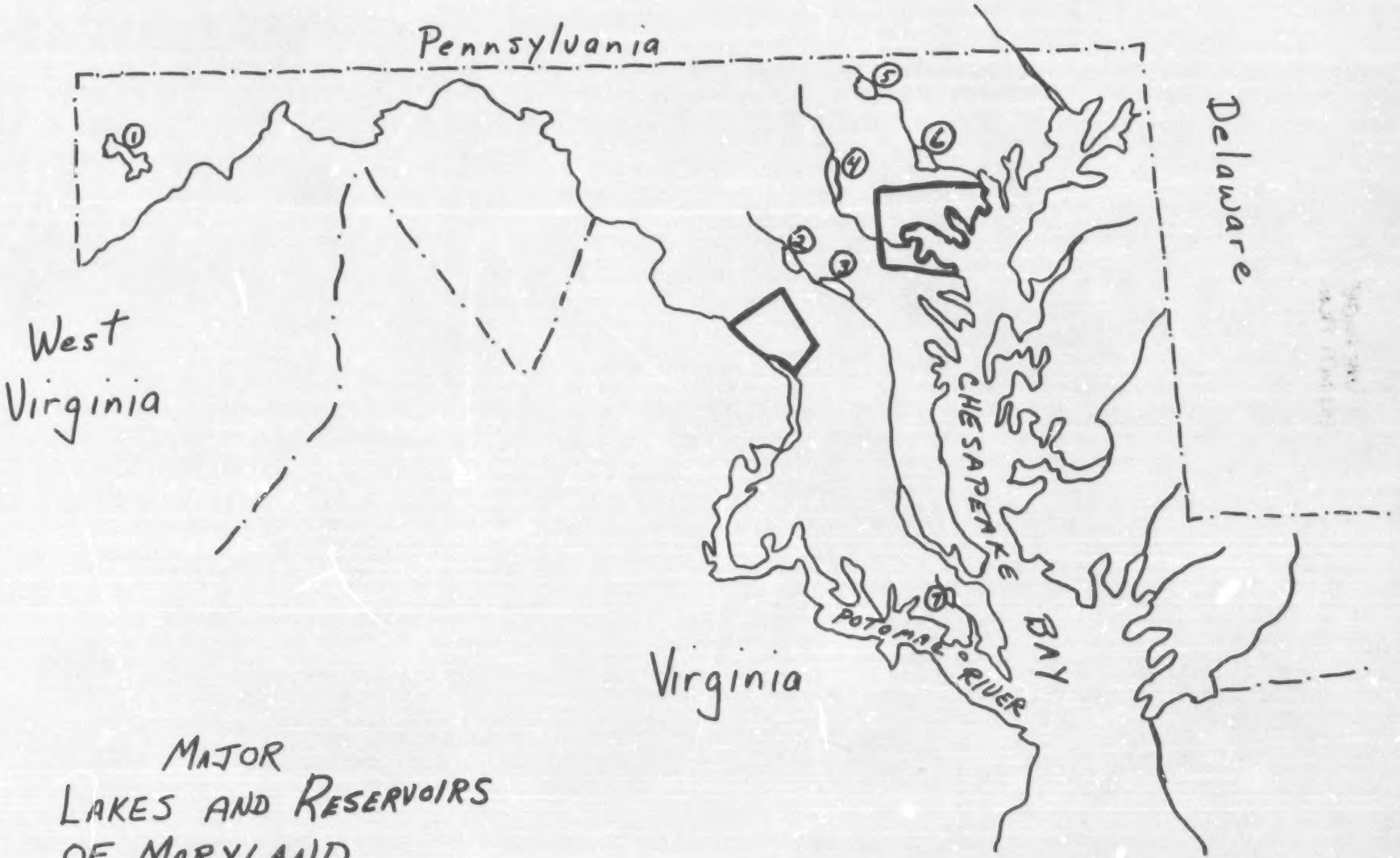
6. What do you think some of the recreational benefits of Deep Creek Lake might be?

7. What do you think are some of the uses, both practical and recreational, of Maryland's reservoirs?

8. What major urban and suburban areas are near Maryland's major reservoirs?

9. What could be the reason for placing these reservoirs where they are?

10. Do you feel they were well placed? Why?



MAJOR
LAKES AND RESERVOIRS
OF MARYLAND

Activity No.: 8.IV.1

Title: Discussion and Labeling Map of Maryland Counties

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1	boundary capital city county county seat east globe key north political map south town west	1. Compare and contrast information drawn from two or more sources. 2. Locate self in relation to familiar places. 3. Locate places being studied on maps. 4. Draw conclusions.

Content Outline Covered by Activity:

IV. Counties and Major Cities by Geographic Divisions.

Activity:

Begin with discussion of counties and how to find them on a map.

Using the Maryland counties numerical map, a road map and Maryland Atlas, have students complete the map.

Distribute "Maryland Counties"-County Map and have students place names of each county on their maps. Students can draw information from road maps, Maryland Counties numerical map and Maryland Atlas.

Have students complete the "Maryland Counties" Work Sheet. Use road maps, numerical map and atlas.

Materials:

Maryland road maps
Map - "Maryland Counties"
Work sheet - "Maryland Counties"

Adaptation for Other Levels:

Maryland Counties

Directions: Using your Maryland maps and road maps, answer the following:

1. What counties border St. Mary's County? _____

   _____

2. How many counties border Howard County? _____

3. What is the name of the westernmost county? _____

4. How many counties have two word names? _____

   Name these counties. _____

   _____

5. Starting in St. Mary's County, what counties would you go through to get to Frederick County? _____, _____, _____, _____

6. Name a county that was named after a vice-president. _____

7. Name the easternmost county. _____

8. Name eight counties that border Pennsylvania. _____, _____, _____, _____, _____, _____, _____, _____

9. What counties border Washington, D.C.? _____

   _____

10. What counties border Wicomico County? _____

    _____

11. Name the counties that have a border on the Chesapeake Bay. _____

    _____

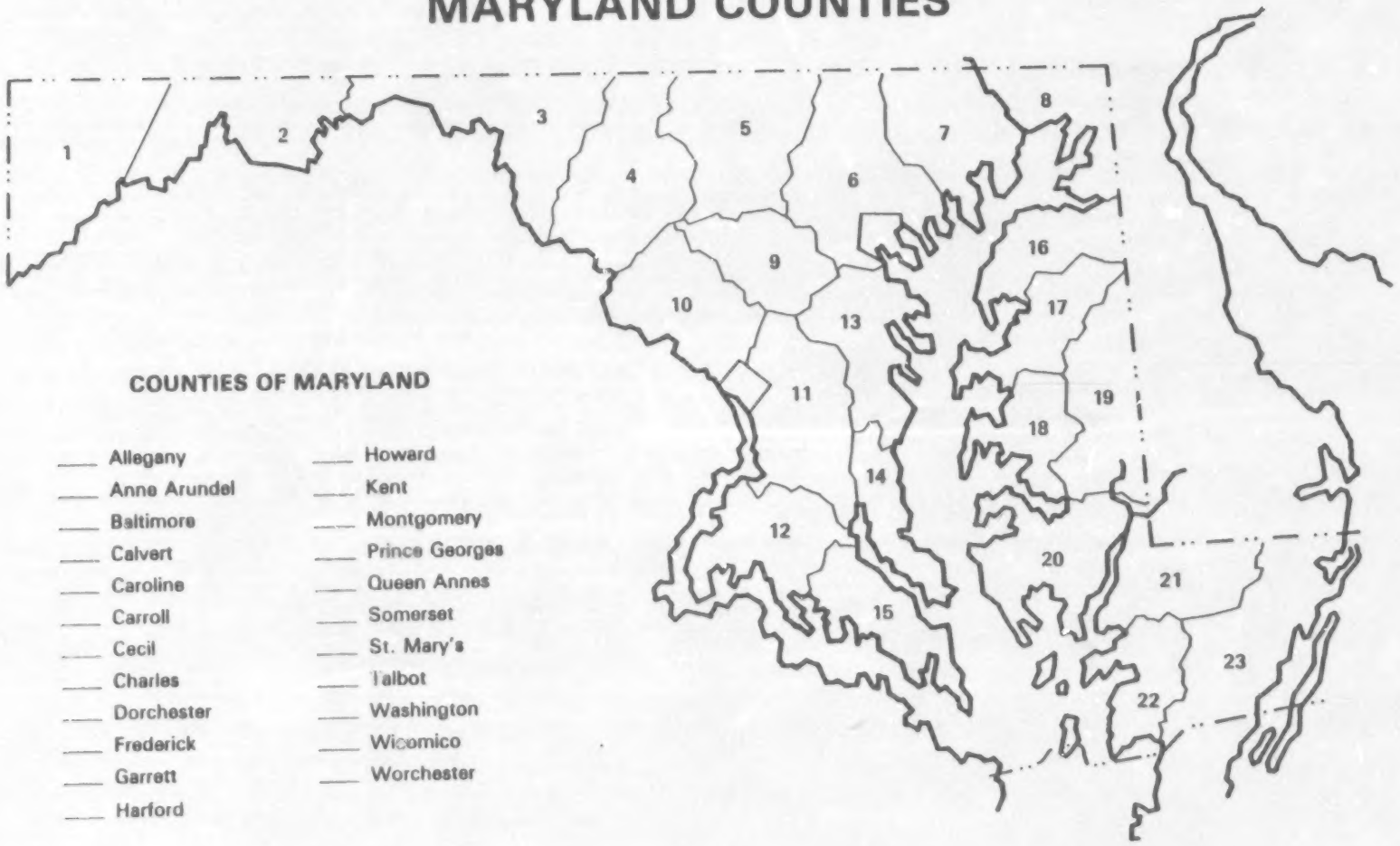
12. Name the county where Solomon's Island is located. _____

13. Point Lookout is located in the southern or northern part of St. Mary's County? _____

14. Starting in St. Mary's County, what is the next county through which you would travel to reach Washington, D.C.? _____

15. What counties border Cecil County? _____

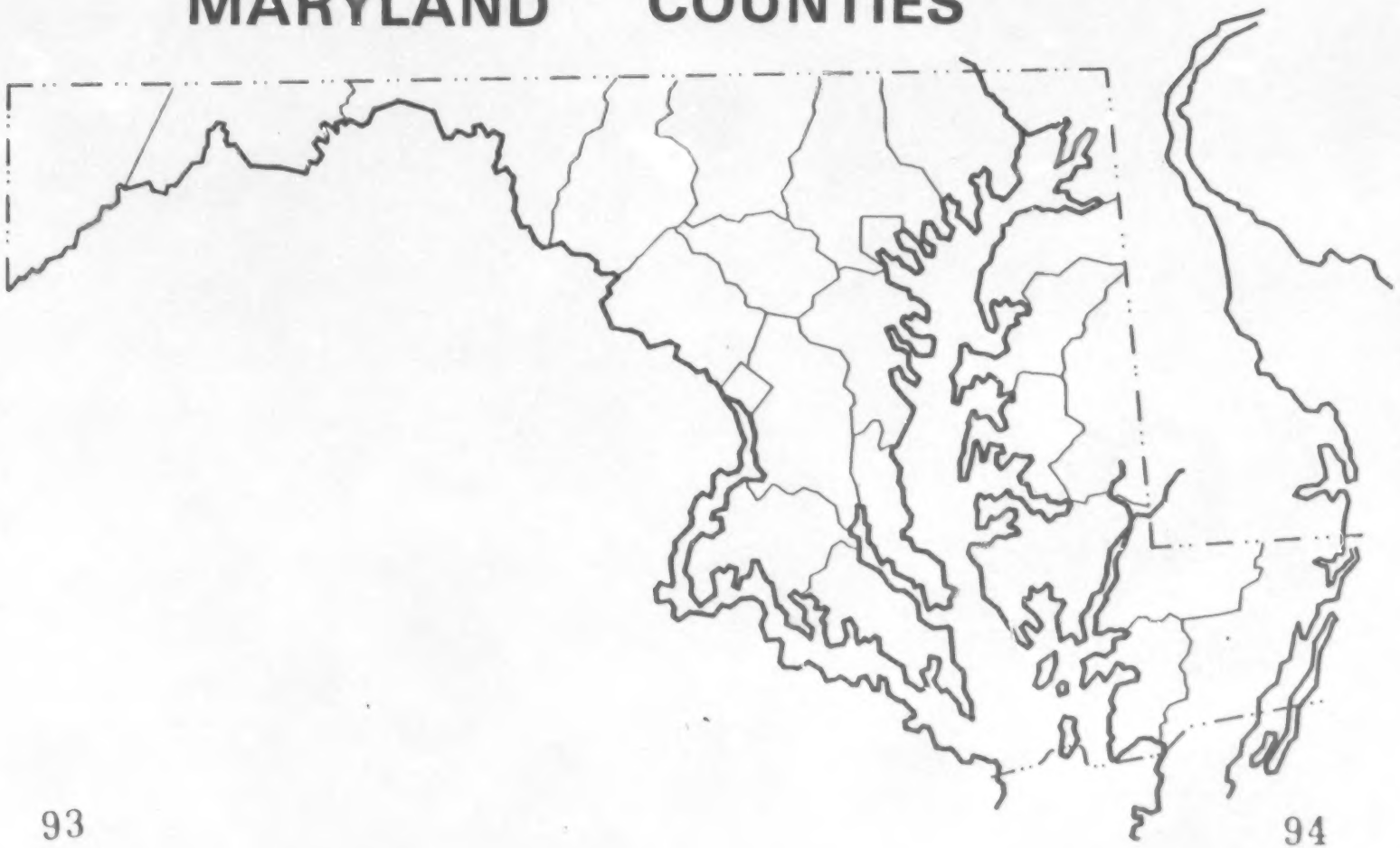
MARYLAND COUNTIES



COUNTIES OF MARYLAND

___ Allegany
___ Anne Arundel
___ Baltimore
___ Calvert
___ Caroline
___ Carroll
___ Cecil
___ Charles
___ Dorchester
___ Frederick
___ Garrett
___ Harford
___ Howard
___ Kent
___ Montgomery
___ Prince Georges
___ Queen Annes
___ Somerset
___ St. Mary's
___ Talbot
___ Washington
___ Wicomico
___ Worchester

MARYLAND COUNTIES



Activity No.: 8.IV.2

Title: Major Cities in Maryland

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1		1. Compare and contrast information. 2. Locate places being studied on maps. 3. Identify land forms. 4. Draw conclusions.

Content Outline Covered by Activity:

IV. Counties and Major Cities by Geographic Divisions.

Activity:

Have students use a Maryland road map and any other Maryland maps to locate and fill in the "Key Cities" work sheet. Explain importance of symbols.

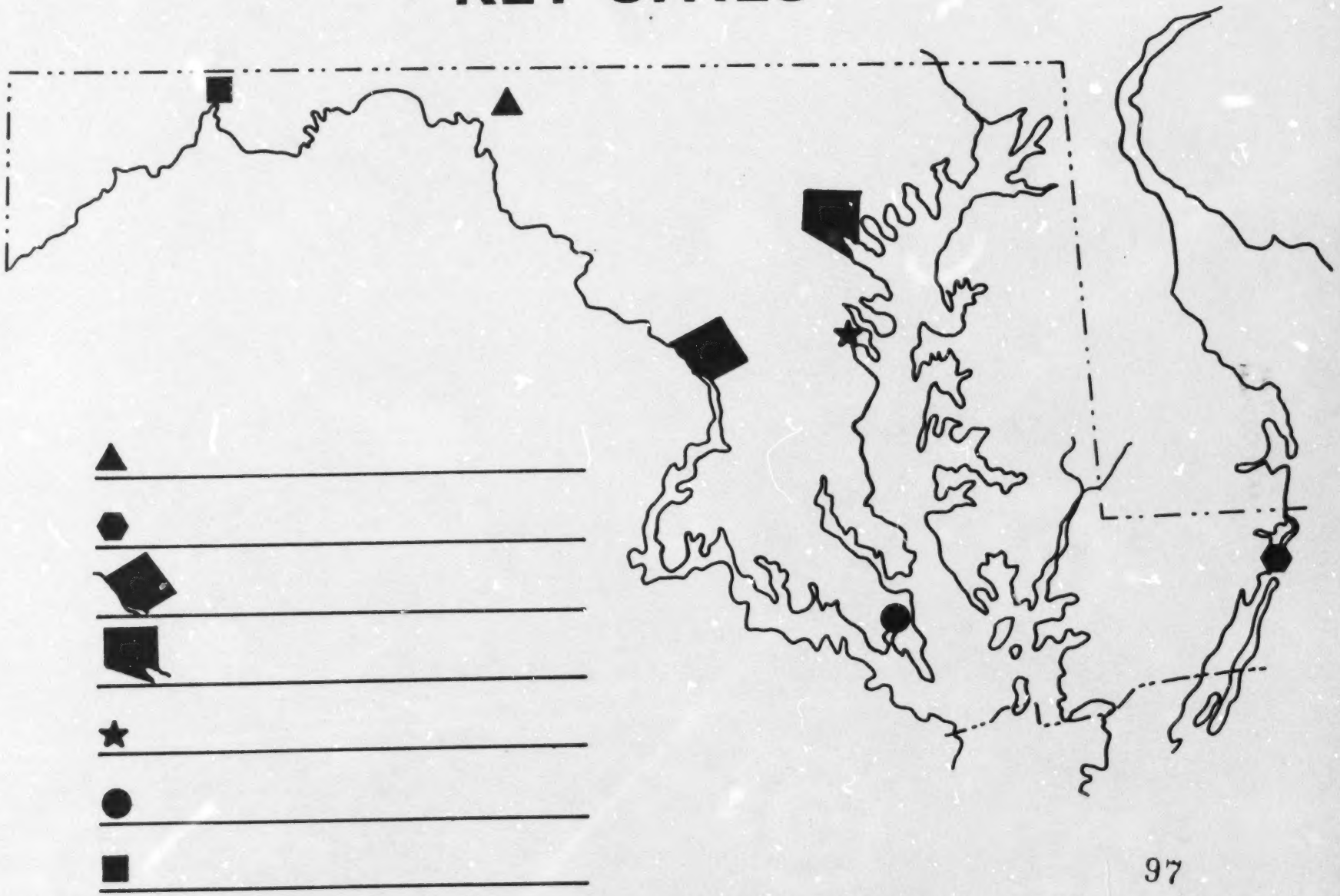
After part one of this activity is completed and handed in, have the students recall or research the information again. Have the students fill out the "Key Cities in Maryland" work sheet.

Materials:

"Key Cities" map, "Key Cities in Maryland" work sheet from Caudill, Roy R. Maryland Historical and Geographical Atlas. Harford County Public Schools, 1981.

Adaptation for Other Levels:

KEY CITIES



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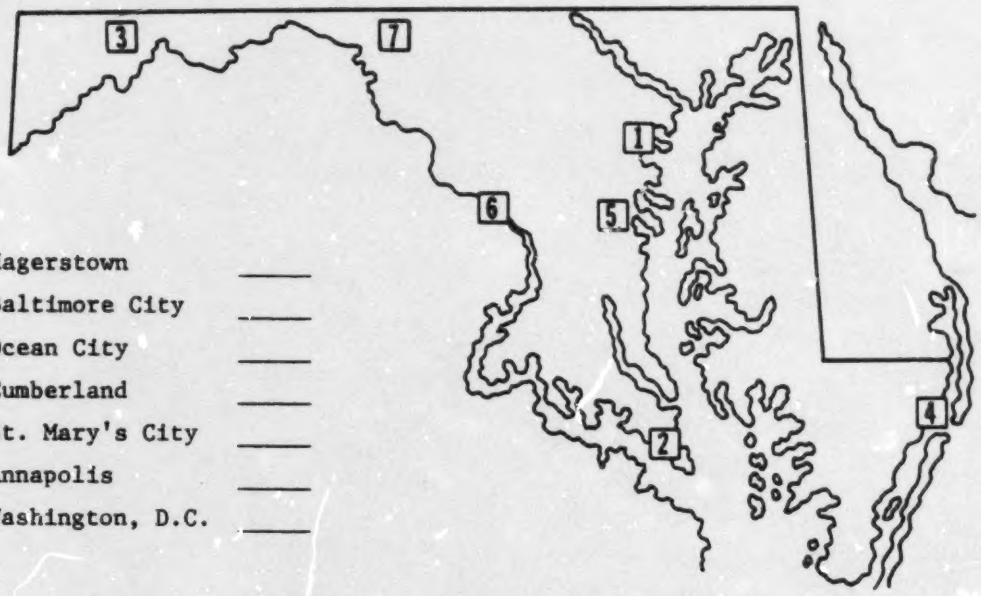
97

Name _____ Date _____

Key Cities in Maryland

Part I - Put the number of the city beside its name.



Hagerstown _____
Baltimore City _____
Ocean City _____
Cumberland _____
St. Mary's City _____
Annapolis _____
Washington, D.C. _____

Part II - In front of each fact write the name of the city that it is describing.

_____ 1. Resort city on the Eastern Shore

_____ 2. Capital of Maryland, located in Southern Maryland

_____ 3. Railroad city located in Western Maryland

_____ 4. Ships from all over the world come to this port city.

_____ 5. This city is not in Maryland, it is the capital of our country

_____ 6. The city founded by Jonathan Hager

_____ 7. The land for this city was "Maryland's Gift to the Nation"

_____ 8. County seat of Allegany County in Western Maryland

_____ 9. First settlement in our state, located in Southern Maryland

_____ 10. County seat of Washington County in Western Maryland

_____ 11. This city was the first capital of our state

_____ 12. The largest city in Maryland, located on the Chesapeake Bay

Activity No.: 8.IV.3

Recommended Time: 1 period

Title: Map Race

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1		1. Compare and contrast information. 2. Locate places being studied on maps. 3. Draw conclusions. 4. Identify travel and trade routes. 5. Locate self in relation to familiar places.

Content Outline Covered by Activity:

IV. Counties and Major Cities by Geographic Divisions.

Activity:

Play a map race. Students should be given a Maryland road map and told to raise hands when they know the county you are describing. Start with "tougher clues and work down to "giveaways" in this fashion.

a. A highway in the county
b. A waterbody
c. A small town
d. A larger, better known town
e. A state park or a major monument.
f. A border county.

Materials:

Maryland road maps

Adaptation for Other Levels:

Could be done in groups.
Higher level students could give the clues

Activity No.: 8.IV.4

Title: Counties Jigsaw Puzzle

Recommended Time: 2+ periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1		1. Compare and contrast information. 2. Locate self in relation to familiar places. 3. Locate places being studied on maps. 4. Draw conclusions. 5. Identify landforms and water masses. 6. Develop a visual image of landforms.

Content Outline Covered by Activity:

IV. Counties and Major Cities by Geographic Divisions.

Activity:

Put together a map puzzle. Make copies of the county maps included with this activity. Students should label, color, and cut out each county. They may want to include information such as largest town, major highways, railroads, monuments, parks, etc., on each county.

Care and neatness should be emphasized.

When the class is finished, the counties could be cut out and simply trimmed for display on a wall.

*Keep these maps up in your room as the students can add to them as the unit develops.

Materials:

Individual county maps of Maryland

Caudill, Roy R. Maryland Historical and Geographical Atlas. The Harford County Department of Education, 1981.

Adaptation for Other Levels:

SPECIAL EDUCATION - Give students an outlined map to use as a base. They may glue the pieces right on the base outline map.

Activity No.: 8.IV.5

Recommended Time: 3 periods

Title: Plan A Vacation

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 1.7.8.2 2. 2.7.8.1		1. Collect and review information. 2. Realize that each person is a contributing individual. 3. Work harmoniously with others. 4. Provide suggestions for the group members to consider.

Content Outline Covered by Activity:

IV. Counties and Major Cities by Geographic Divisions.

Activity:

Have groups of students plan a vacation somewhere outside of St. Mary's County. Some interesting ideas to include would be roads used to get to the vacation spot, mileage, cost, shelter needed or provided, equipment, etc.

As a class, make up a Guide to Vacations in Maryland.

Note: Use the list of departments, commissions, and agencies in Maryland to write for information. Use the media centers for additional information.

This activity will tie into the unit at the end when land use is studied.

Letters need to go out early to allow time for return information.

Materials:

"Student Activity Sheet" Directions, "Maryland Places," "For More Information" and map "Maryland Counties"

Adaptation for Other Levels:

Special education students will need help writing the letters.

FOR MORE INFORMATION

The following is a partial list of various departments, commissions, agencies, etc. which will forward specific information on Maryland.

Allegany County
Director of Tourism
Algonquin Motor Inn
Cumberland, Maryland 21502
(301) 724-0066

Anne Arundel County
Guide Service
Historic Annapolis, Inc. Tours
Old Treasury Building, State Circle
Annapolis, Maryland 21401
(301) 267-5400

Baltimore City
Baltimore Promotion Council
22 Light Street
Baltimore, Maryland 21202
(301) 727-5688

Baltimore County
Baltimore County Chamber of Commerce
305 W. Chesapeake Avenue
Towson, Maryland 21204
(301) 825-6200

Calvert County
Director of Tourism
Calvert Marine Museum
Solomons, Maryland 20688
(301) 326-3719

Caroline County
Caroline County Planner
P.O. Box 207
Denton, Maryland 21629
(301) 479-2230

Cecil County
Economic Development Commission of Cecil County
Rom 302, Court House
Elkton, Maryland 21921
(301) 398-6181

Charles County
Charles County Tourism
P.O. Box 1776
Port Tobacco, Maryland 20677
(301) 934-8141

Dorchester County
Chamber of Commerce, Inc.
203 Sunburst Highway
Cambridge, Maryland 21613
(301) 228-3575

Frederick County
Chamber of Commerce of Frederick County
26 South Market Street
Frederick, Maryland 21701
(301) 662-4164

Garrett County
Garrett County Promotion Council
222 East Alder Street
Oakland, Maryland 21550
(301) 334-3888

Harford County
Harford County Economic Development Commission
18 Office Street
Bel Air, Maryland 21014
(301) 838-6000

Howard County
Director Relations for Howard County
Howard County Office Building
3450 Court House Drive
Ellicott City, Maryland 21043
(301) 465-5000

Kent County
Economic Development Commission
Kent County Chamber of Commerce
County Office Building
400 High Street
Chestertown, Maryland 21620
(301) 778-2400

Montgomery County
Office of Economic and Community Development
100 Maryland Avenue
Rockville, Maryland 20850
(301) 279-1462

Prince George's County
Department of Economic Development
Prince George's County
The Gould Building Suite 103
5900 Prince Gorden Parkway
Lanham, Maryland 20801
(301) 279-1462

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Queen Anne's County
County Commissioners Office
Courthouse
Centreville, Maryland 21617
(301) 758-0322

Somerset County
Somerset County Redevelopment Corporation
Chamberlin Building
Princess Anne, Maryland 21853
(301) 651-1424

St. Mary's County
Economic Development Commission
St. Mary's County
P.O. Box 349
First National Bank Building
Leonardtown, Maryland 20650
(301) 475-2411

Talbot County
Talbot County Economic Development Department
8 W. Dover Street
Easton, Maryland 21601
(201) 822-0711

Washington County
Washington County Tourism Division
4o Summit Avenue
Hagerstown, Maryland 21740
(301) 731-0110

Wicomico County
Executive Director
Chamber of Commerce
300 East Main Street
Salisbury, Maryland 21801
(301) 749-8311

Worcester County
Ocean City Chamber of Commerce (OC only)
Rt. 50, Bay View Avenue
Ocean City, Maryland 21842

State of Maryland
Maryland Department of Economic & Community Development
Division of Tourist Development
1748 Forest Drive
Annapolis, Maryland 21401
(301) 267-5517

Additional brochures available from Division of Tourist Development:

Maryland at a Glance
Maryland Campgrounds
Official Maryland Symbols
Maryland State House
Quarterly Calendar
Annual Calendar

Driving Tour of Maryland -- 50¢

Division of Tourist Development
1748 Forest Drive
Annapolis, Maryland 21401

Maryland Geological Survey
Johns Hopkins University
Baltimore, Maryland 21218

Maryland Academy of Sciences
Maryland Science Center
601 Light Street
Baltimore, Maryland 21230

Department of Water Resources
State Office Building
Annapolis, Maryland 21404

Maryland Department of State Police
Pikesville, Maryland 21208

Department of Chesapeake Bay Affairs
State Office Building
Annapolis, Maryland 21404

Department of Game and Inland Fish
State Office Building
Annapolis, Maryland 21404

State Department of Social Services
1315 St. Paul Street
Baltimore, Maryland 21202

Department of Motor Vehicles
6501 Ritchie Highway
Glen Burnie, Maryland 21601

Maryland Department of Economic and Community Development
Division of Tourism
2525 Riva Road
Annapolis, Maryland 21401

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Maryland Department of Health
2305 North Charles Street
Baltimore, Maryland 21218

Maryland Department of Natural Resources
Tawes State Office Building
Annapolis, Maryland 21401

Maryland Park Service
Tawes State Office Building
Annapolis, Maryland 21401

Baltimore Gas and Electric Company
Public Relations Department
Baltimore, Maryland 21203

Cooperative Extension Service
University of Maryland
College Park, Maryland

Hall of Records Commission
Annapolis, Maryland 21404

MARYLAND PLACES

Place	Set Up*	Is Named For:	1970 POPUL.
BALTIMORE CITY	1850	Proprietary's Irish estates (Barony).	905,759
BALTIMORE COUNTY	1659/60	" " "	621,077
ALLEGANY COUNTY	1789	"Oolikhanna," or "Beautiful Stream."	84,044
ANNE ARUNDEL CO.	1650	Wife of Cecilius, founder of Colony.	297,539
CALVERT COUNTY	1654	Family name of the owner-rulers of Md.	20,682
CAROLINE COUNTY	1773	Lady Caroline Eden, last Lord Baltimore sister	19,781
CARROLL COUNTY	1835	Rev. War statesman, Charles Carroll of Carrollton.	69,006
CECIL COUNTY	1674	Cecilius, Second Lord Baltimore, founder	53,291
CHARLES COUNTY	1658	Charles Calvert, son and heir of Cecilius	47,678
DORCHESTER CO.	1668/69	Earl of Dorset. Friend of Calvert family	29,405
FREDERICK CO.	1748	Probably for Frederick Calvert, Sixth Ld. B.	84,927
GARRETT COUNTY	1872	John W. Garrett, financier and industrialist	21,476
HARFORD COUNTY	1773	Henry Harford, last Proprietary.	115,378
HOWARD COUNTY	1851	John Eager Howard, Statesman and soldier	61,911
KENT COUNTY	1640/42	Kent County in England	16,146
MONTGOMERY CO.	1776	Gen. Richard Montgomery, famed officer	552,809
PRINCE GEORGE'S	1695	Pr. Geo. of Denmark, Queen Anne's husband	660,567
QUEEN ANNE'S	1706	Queen ruling England, 1702 - 1714	18,422
SOMERSET COUNTY	1666	Mary Somerset, sister-in-law of Cecilius	18,924
TALBOT COUNTY	1661/62	Grace Talbot, sister of Cecilius	23,682
WASHINGTON CO.	1776	George Washington, president, patriot	103,829
WICOMICO COUNTY	1867	River there named by Indians ("house")	54,236
WORCESTER CO.	1742	Earl of Worcester in England	24,442
MARYLAND STATE	1776	Henrietta Maria, Queen of Charles I	3,922,399

*In some cases the exact date of founding is not known.

ST. MARY'S CO.	1637	Named in honor of the Virgin Mary. Maryland's first county.	47,388

MARYLAND as a Colony of England was first settled in 1634.

Student Activity Sheet

Starting in St. Mary's County, plan a one week vacation to another county and/or region of Maryland.

You may work individually, in partners, or in a larger group.

Decide on transportation.

Which counties will you pass through; which will you visit?

What will you see on your trip?

Include a list of expenses (food, room/board, gas, gifts, etc.).

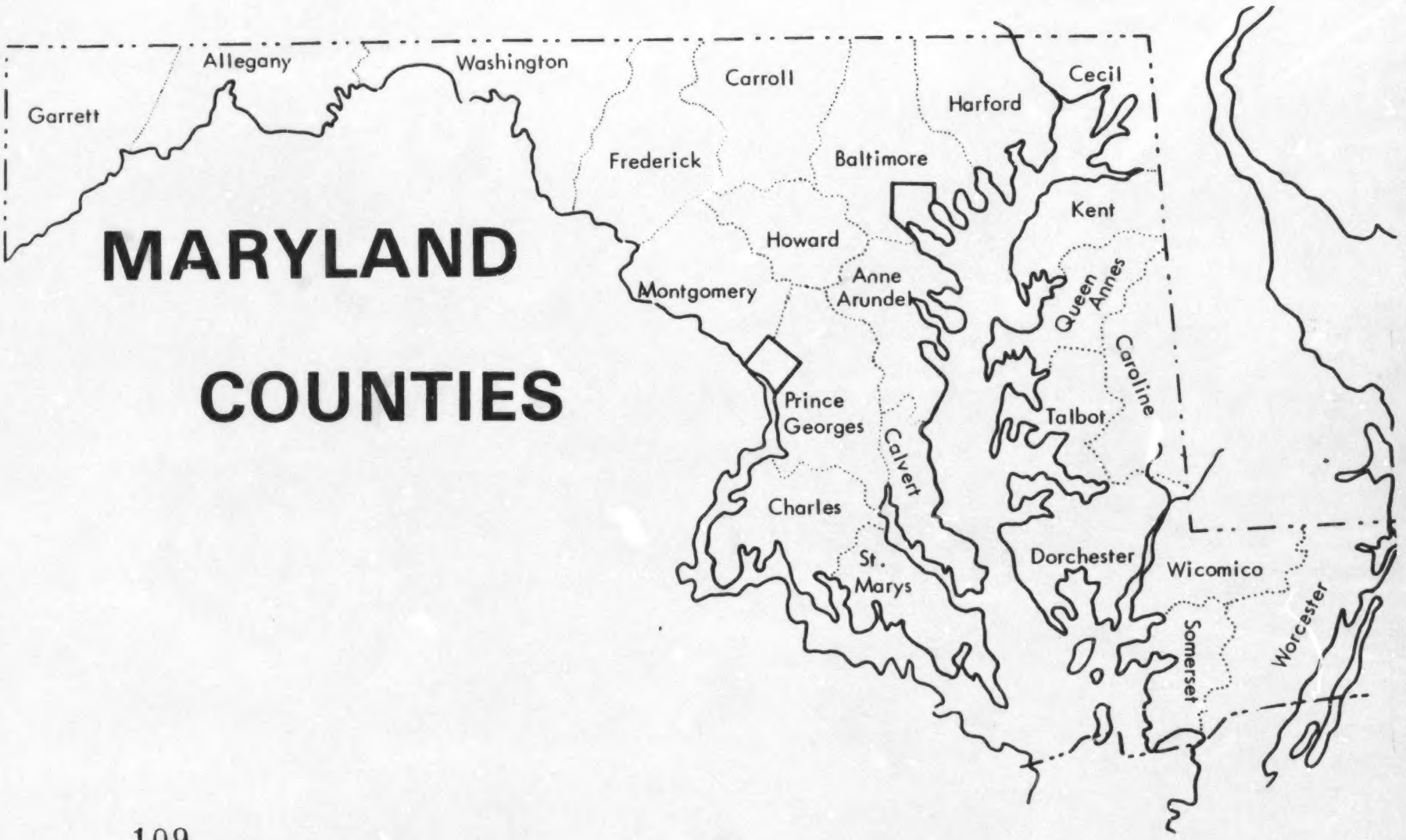
Why or what is the purpose of your trip?

Trace the route of your trip on the outline map of Maryland.

Make up postcards to illustrate your vacation.

Remember vacations are fun.

Make your pictures interesting.


MARYLAND
COUNTIES
Garrett
Allegany
Washington
Carroll
Harford
Cecil
Frederick
Baltimore
Kent
Howard
Montgomery
Anne Arundel
Queen Annes
Caroline
Prince Georges
Calvert
Talbot
Charles
St. Marys
Dorchester
Wicomico
Somerset
Worcester

Activity No.: 8.V.1

Recommended Time: 1-2 periods

Title: Elevation/Climate

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.3.8.1	climate climate map elevation globe growing season land key mountain natural features precipitation map scale weather weather map	1. Associate seasons with specific months. 2. Draw inferences and make generalization. 3. Determine that real objects are represented by pictures or symbols on a map. 4. Infer people's activities and ways of living from information.

Content Outline Covered by Activity:

V. Climate by Geographic Division

Activity:

Have students fill out the "Elevation" map. They may also fill in using symbols for mountains and flat land. This may help for quick reference.

Read the information with the students about climate and discuss at various points. (Maryland Weather)

Have the students fill out the "Broken English" work sheet.

Review the information again and have the students fill in the "Elevation/Climate" work sheet.

Note: Discussion is essential in this lesson. Discuss elevation/climate relationship in and outside of Maryland.

Materials:

Map - "Elevation" from Washington County Maryland Unit

Reading material - "Maryland Weather" from Rollo, Vera F. A Geography of Maryland. Maryland Historical Press, 1976. Pages 49-53.

(Over)

Adaptation for Other Levels:

Materials - Continued

Work sheet - "Broken English," "Elevation/Climate"

Elevation/Climate

1. If you enjoy hot summers and mild winters, in what county would you choose to live? _____

2. If you enjoy mountains and cool weather, in what county would you choose to live? _____

3. Choose two counties and compare and contrast the different weather conditions.

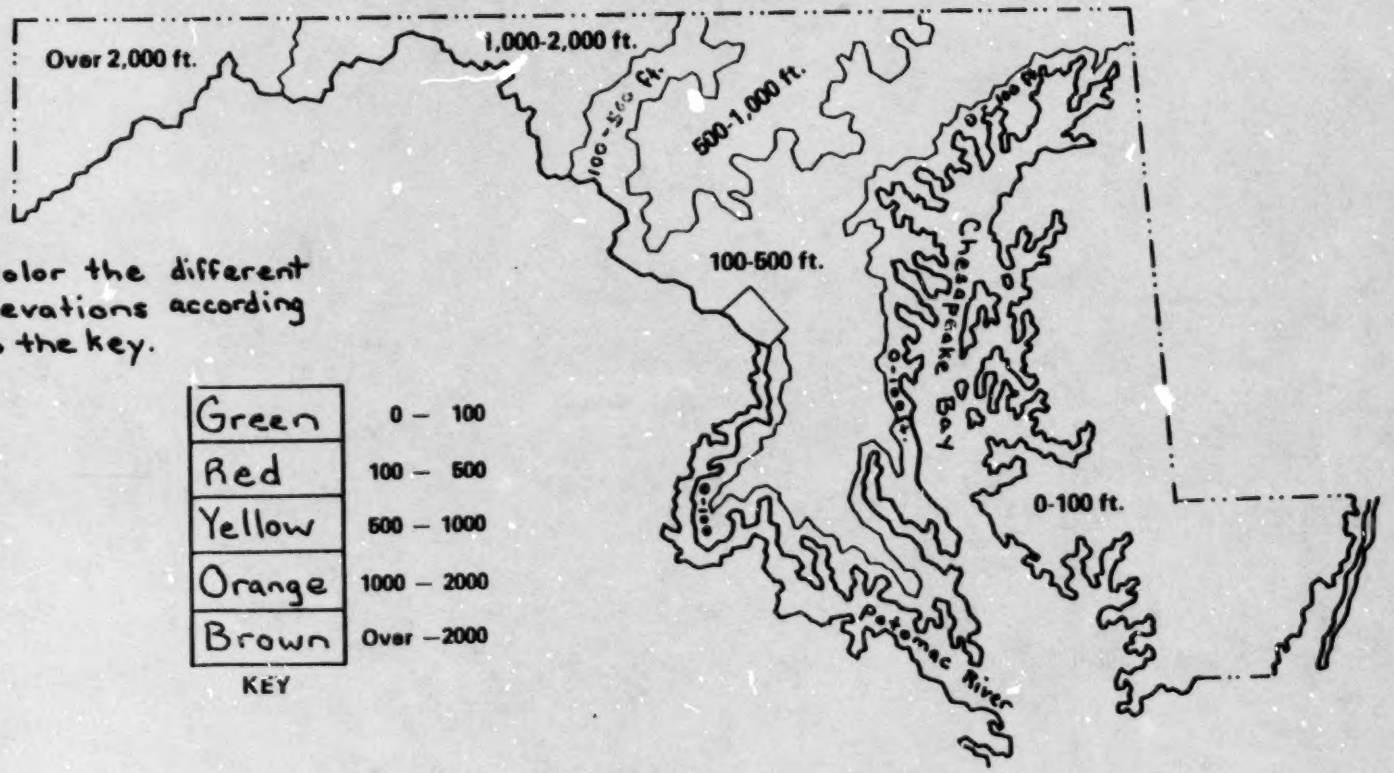
4. Why is the growing season longer in Caroline County than in Allegany County?

5. Why is the land close to the bay a little warmer in the winter than the land located away from the bay?

6. Describe the weather in St. Mary's County. Give reasons why the weather is the way it is.

7. Many times the temperature in Baltimore City is warmer than the temperature in Howard County. Give reasons why.

ELEVATION



Color the different elevations according to the key.

Green	0 – 100
Red	100 – 500
Yellow	500 – 1000
Orange	1000 – 2000
Brown	Over –2000

KEY

Activity No.: 8.V.2

Recommended Time: 1-2 periods

Title: Maryland's Climate

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.3.8.1		1. Associate seasons with specific months. 2. Draw inferences and make generalizations. 3. Determine that real objects are represented by pictures or symbols on a map. 4. Infer people's activities and ways of living from information.

Content Outline Covered by Activity:

V. Climate by Geographic Division

Activity:

Have students read the handout, "Maryland's Climate." Brainstorm with the class. Have students express where they would like to live as far as the climate is concerned.

Each map is explained in the handout. Take each map and explain. Have a question/answer period after each map is introduced.

After each map has been explained, have students complete the work sheet entitled, "Name a County Where!"

Students can go back to their map puzzles and add symbols for areas known for particular weather conditions.

Materials:

Reading - "Maryland's Climate" and work sheet - "Name a County Where!" from Maryland Historical and Geographical Atlas. Harford County Department of Education, 1981.

Adaptation for Other Levels:

Special Education - Read material or tape record material.

Activity No.: 8.VI.1

Title: Population Density of Maryland

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.3.8.1 2. 5.4.8.1	key mountains population scale symbols urban	1. Relate the past to the present. 2. Summarize information. 3. Locate major cities and relate them to physical settings. 4. Analyze, interpret, and evaluate evidence.

Content Outline Covered by Activity:

VI. Population by Geographic Divisions.

Activity:

Using the "Population Density" map, review the key and use of the map. Ask several questions to make sure students know how to read and use the map.

Have the students complete the "Population Density" work sheet.

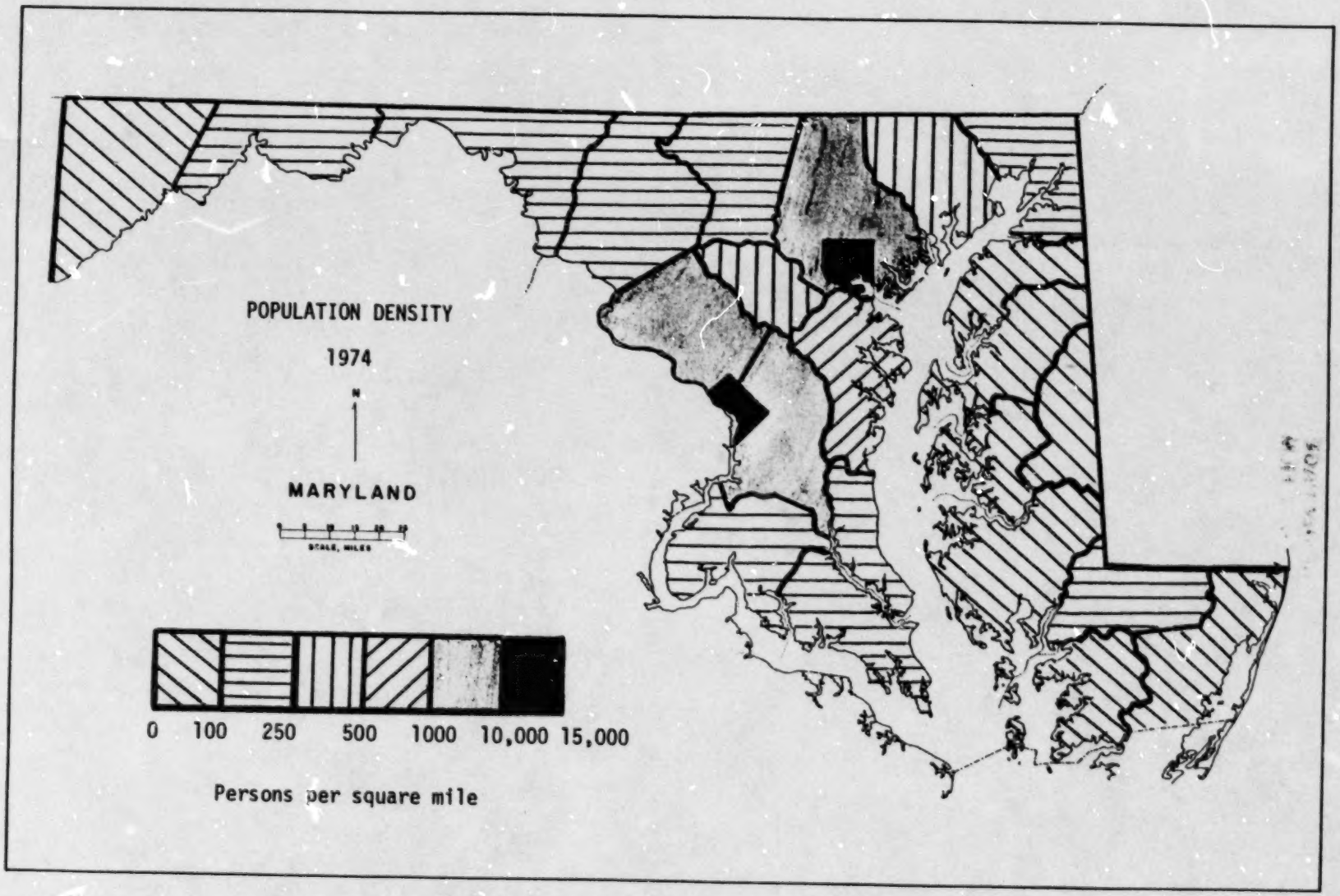
Note: Students should use previous materials to answer the "Population Density" work sheet.

Materials:

"Population Density" map from Washington County, Maryland unit
Previous county maps.
"Population Density" work sheet

Adaptation for Other Levels:

Special education - open-ended questions and opinion questions are difficult for most special education students. You will have to probe and give hints.


POPULATION DENSITY
1974
N
MARYLAND
SCALE, MILES
0 100 250 500 1000 10,000 15,000
Persons per square mile

323

117

118

Population Density

1. Which counties have the most people?

2. Which counties have the least amount of people?

3. What is the population density range for the following counties?

   St. Mary's County _____

   Cecil County _____

   Montgomery County _____

   Calvert County _____

   Washington County _____

   Kent County _____

   Wicomico County _____

   Frederick County _____

   Dorchester County _____

   Baltimore County _____

4. To what county would you go if you wanted to be near a major city?

5. Why do you think Montgomery, Prince George's and Baltimore counties are heavily populated?

6. Why do you think counties such as Garrett County and Worcester County have the least amount of people?

Population Density - Continued

7. How might dense population affect the land and water bodies?

8. Why do you think the cities of Washington and Baltimore are located where they are?

9. Why might a person who enjoys warm weather and city living be unhappy in Garrett County?

10. With the information you have gathered, in what county would you like to live? Why?

Activity No.: 8.VI.2

Title: Population Facts

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.3.8.1 2. 5.4.8.1		1. Relate the past to the present. 2. Summarize information. 3. Locate major cities and relate them to physical settings. 4. Analyze, interpret, and evaluate evidence.

Content Outline Covered by Activity:

VI. Population by Geographic Divisions

Activity:

Have students read aloud and complete the activities within the reading. Teachers will have to carefully observe and help with each part of the reading.

Materials:

Reading selection from Rollo, Vera F. A Geography of Maryland. Maryland Historical Press, 1976. Pages 101-105

Crayons - red, blue, white, orange, green Rulers or graph paper

Adaptation for Other Levels:

Activity No.: 8.VI.3

Recommended Time: 1 period

Title: Make a Population Map of St. Mary's County

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.3.8.1 2. 5.4.8.1		1. Relate the past to the present. 2. Summarize information. 3. Locate major cities and relate them to physical settings. 4. Analyze, interpret, and evaluate evidence.

Content Outline Covered by Activity:

VI. Population by Geographic Division

Activity:

Have students research and put landmarks on the St. Mary's County Map. Discuss and research to find the population density of the county.

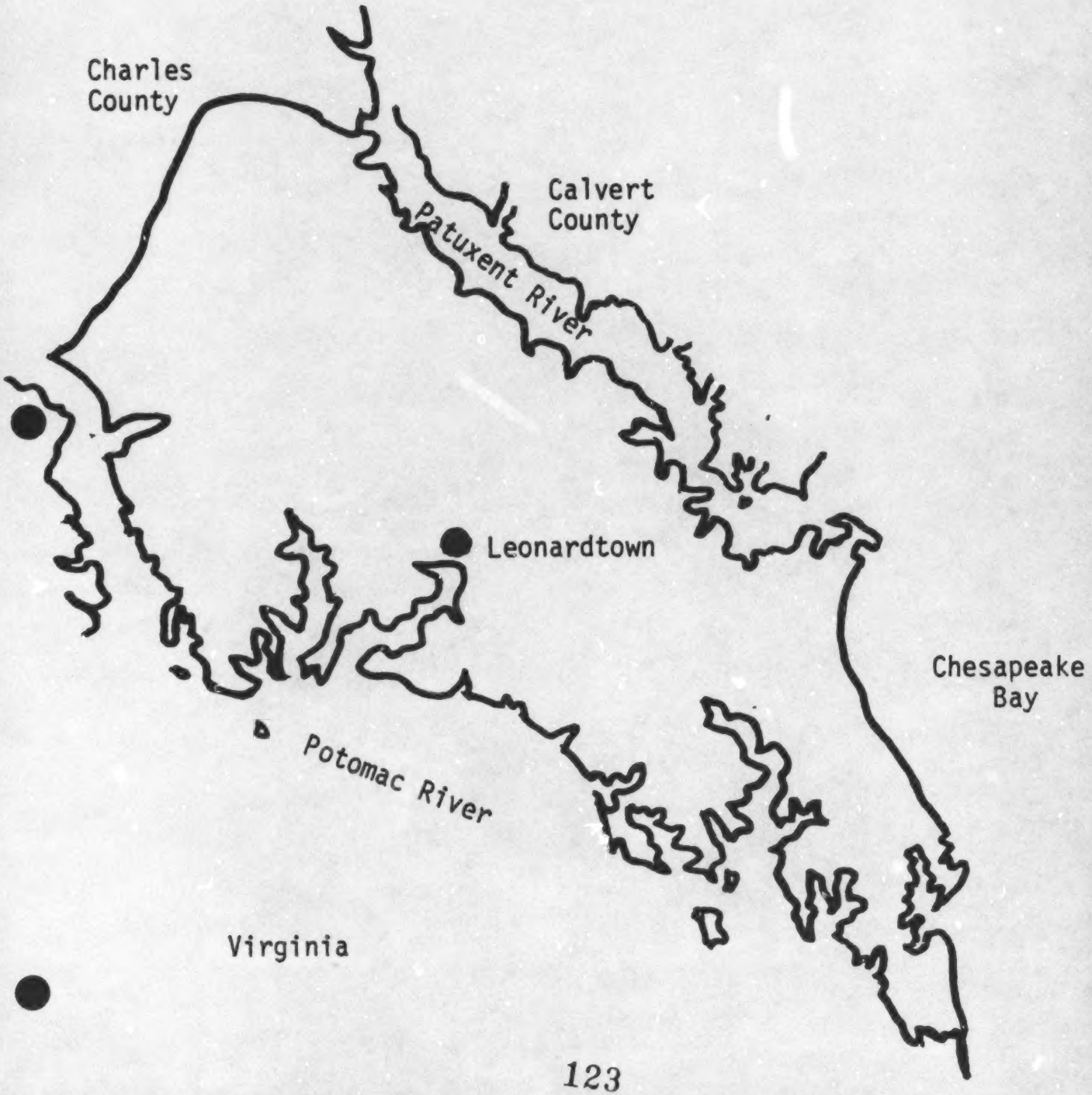
Discuss the use of symbols and have students make a population density map of St. Mary's County.

Materials:

St. Mary's County Outline Map from Caudill, Roy R. Maryland Historical and Geographical Atlas. Harford County Department of Education, 1981. Maryland Maps, St. Mary's County maps.

Adaptation for Other Levels:

ST. MARYS COUNTY



Activity No.: 8.VII.1

Title: Guest Speaker

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.1.8.1 2. 2.1.8.2 3. 2.7.8.1 4. 2.7.8.3		1. Listen when others speak. 2. Listen and observe with a purpose. 3. Identify from an oral presentation a sequence of events or ideas. 4. Select from oral presentation those events that are most important. 5. Take notes while continuing to listen and observe. 6. Discuss topics and ideas that are pertinent to the topic being studied. 7. Recognize that studied materials express a point of view and interpret the view that is expressed.

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland

Activity:

Invite speakers to come and share with your class information on Maryland wildlife, natural resources, environments and land use. Game wardens, park rangers, environmentalists, health officers, meteorologists, businessmen, farmers, extension agents, etc., are usually a good source of information.

Materials:

Adaptation for Other Levels:

Activity No.: 8.VII.2

Recommended Time: 1-2 period

Title: Maryland Workers

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.2 2. 2.7.8.3	agribusiness agriculture career crops culture custom economic map economy employment goods income industry manufacturing mountain natural features (over)	1. Relate the past to the present. 2. Infer people's activities and ways of living from information presented on maps and globes. 3. Evaluate and draw inferences based on the data shown on tables or charts. 4. Collect and review information. 5. Realize that each person is a contributing individual

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland

Activity:

Read "What Kind of Work Does a Maryland Worker Do?" Each section has questions and activities to complete. Make sure the students understand how to read charts and graphs. Discuss why occupations change over the years. It may be interesting for the students to make a graph of the occupations of parents in the class.

Note: This is easy reading and a good opportunity for students to read aloud.

Materials:

Reading "What Kind of Work Does a Maryland Worker Do?" from Rollo, Vera F. Geography of Maryland. Maryland Historical Press, 1976.

Adaptation for Other Levels:

Tape record reading for low level special education students.

Vocabulary (continued)

occupation
product map
services

Activity No.: 8.VII.3

Recommended Time: 2 periods

Title: Maryland Mobile

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.1.8.1 2. 5.3.8.1		1. Compare and combine data and make a chart. 2. Collect and review information.

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland
- A. Agriculture
- B. Water
- C. Farming
- D. Industry
- E. Recreation

Activity:

Have students make a mobile showing different products found in the state. Cut poster paper into the shapes of the Maryland counties. Label the name of the county on one side and draw a picture or product on the other side.

Note: Refer to activity for outline of counties 8.IV.5.

Materials:

Direction sheet - "Maryland's Products"	crayons
old wire coat hangers	glue
cardboard, poster paper	string

Adaptation for Other Levels:

Name _____

Maryland Products

To do the following activity you will need the following materials:

1. coat hangers
2. string
3. glue/tape
4. crayons/markers
5. poster paper

1. Using your notes, readings and work sheets, make a list here of products produced in Maryland by regions/counties.

Eastern Maryland	Southern Maryland	Central Maryland	Western Maryland

2. Make a drawing here of what you want your mobile to look like when you are finished.

3. Proceed by outlining poster paper into the shapes of the Maryland counties/ regions. Label the name of the county on one side and draw a picture(s) or name a product(s) on the other side.

Activity No.: 8.VII.4

Recommended Time: 1-2 periods

Title: Job and Industry Collage

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.2 2. 2.7.8.3		1. Relate the past to present. 2. Infer people's activities and ways of living from information presented on charts, graphs and maps. 3. Evaluate and draw inferences based on the data shown on tables or charts. 4. Collect and review information. 5. Realize he/she is a contributing individual.

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland
- A. Agriculture
- B. Water
- C. Farming
- D. Industry
- E. Recreation

Activity:

Create collages on specific jobs and industries. Students could work in groups to select one area and research to find out information. They could then make a collage by selecting pictures, words, and drawings, and writing for information to use on their collages.

Note: Remember the purpose is to show jobs in a specific area.

Materials:

Construction paper, glue, scissors, crayons, magic markers, old magazines, newspapers.

Adaptation for Other Levels:

Good activity for lower classes.

Activity No.: 8.VII.5

Title: A Guide to Maryland Business

Recommended Time: 1 period

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.2 2. 2.7.8.3		1. Relate the past to present. 2. Infer people's activities and ways of living from information presented on charts and maps. 3. Evaluate and draw inferences based on the data shown on tables or charts. 4. Collect and review information. 5. Realize that each person is a contributing individual.

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland

Activity:

Explain how "A Guide to Maryland Business" is used. Ask questions to make sure students know how to read the guide.

Have students answer the questions on the work sheet.

Note: You may want to explain the major purpose of the companies. Many students will know very little about each company. Open the discussion to see what the students know before you tell the students about the companies.

Materials:

"A Guide to Maryland Business" - produced as an educational service by the Baltimore Sun.
Work sheet - "A Guide to Maryland Business"

Adaptation for Other Levels:

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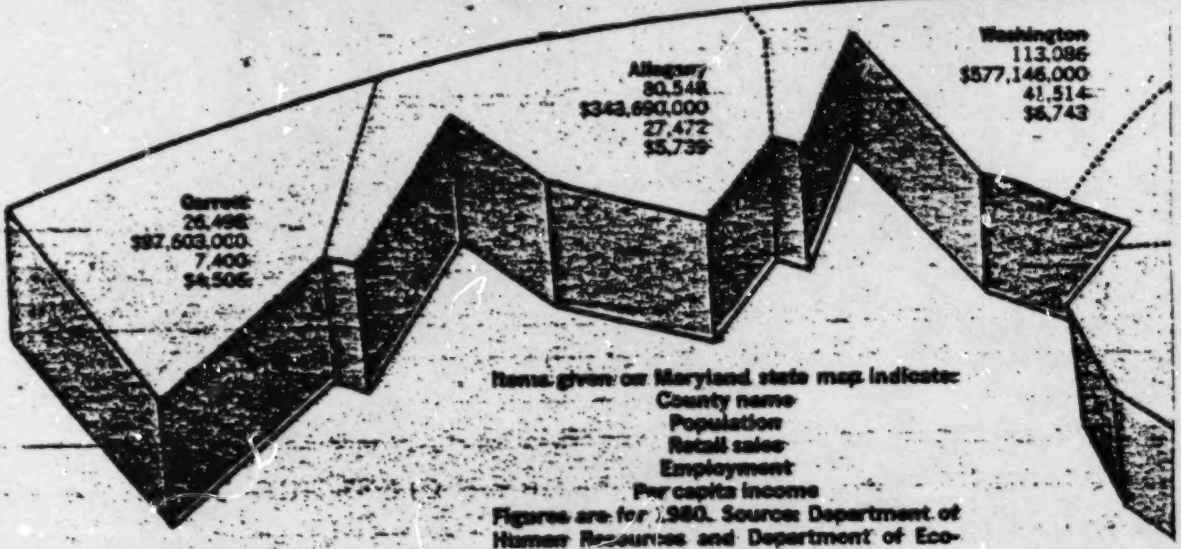
A Guide to Maryl



Items given on Maryland state map indicate:
County name
Population
Retail sales
Employment
Per capita income

Figures are for 1980. Source: Department of Human Resources and Department of Economic and Community Development.

Maryland's largest private employers

C&P Telephone	15,897	Maryland National	4,516	Koppers	2,800
Bethlehem Steel	14,000	IBM	c 4,500	Equitable Bancorporation	2,760
Westinghouse Electric	15,500	Fairchild Industries	4,000	Mack Truck (Hagerstown)	2,661
Johns Hopkins	a 15,500	General Electric	3,900	AAI Corporation	2,600
Giant Food	b 15,000	Automation Industries	3,600	A.S. Abell Co.	2,538
Marriott Corporation	12,656	Maryland Cup	3,500	McCormick & Co.	2,160
Baltimore Gas & Electric	c 9,100	Bendix	3,500	GEICO	d 2,127
Western Electric	6,500	First Maryland Bancorp	3,321	Westvaco	2,077
Sears, Roebuck	6,300	Martin Marietta	3,100	Londontown Manufacturing	1,793
Chessie System	5,000	Black & Decker	3,000	Commercial Credit Company	1,700
Montgomery Ward	5,000	GM assembly division	2,900		

Notes: a-includes 3,500 part-timers; b-includes District of Columbia workers; c-includes employees in Montgomery county only; d-includes 146 part-timers.

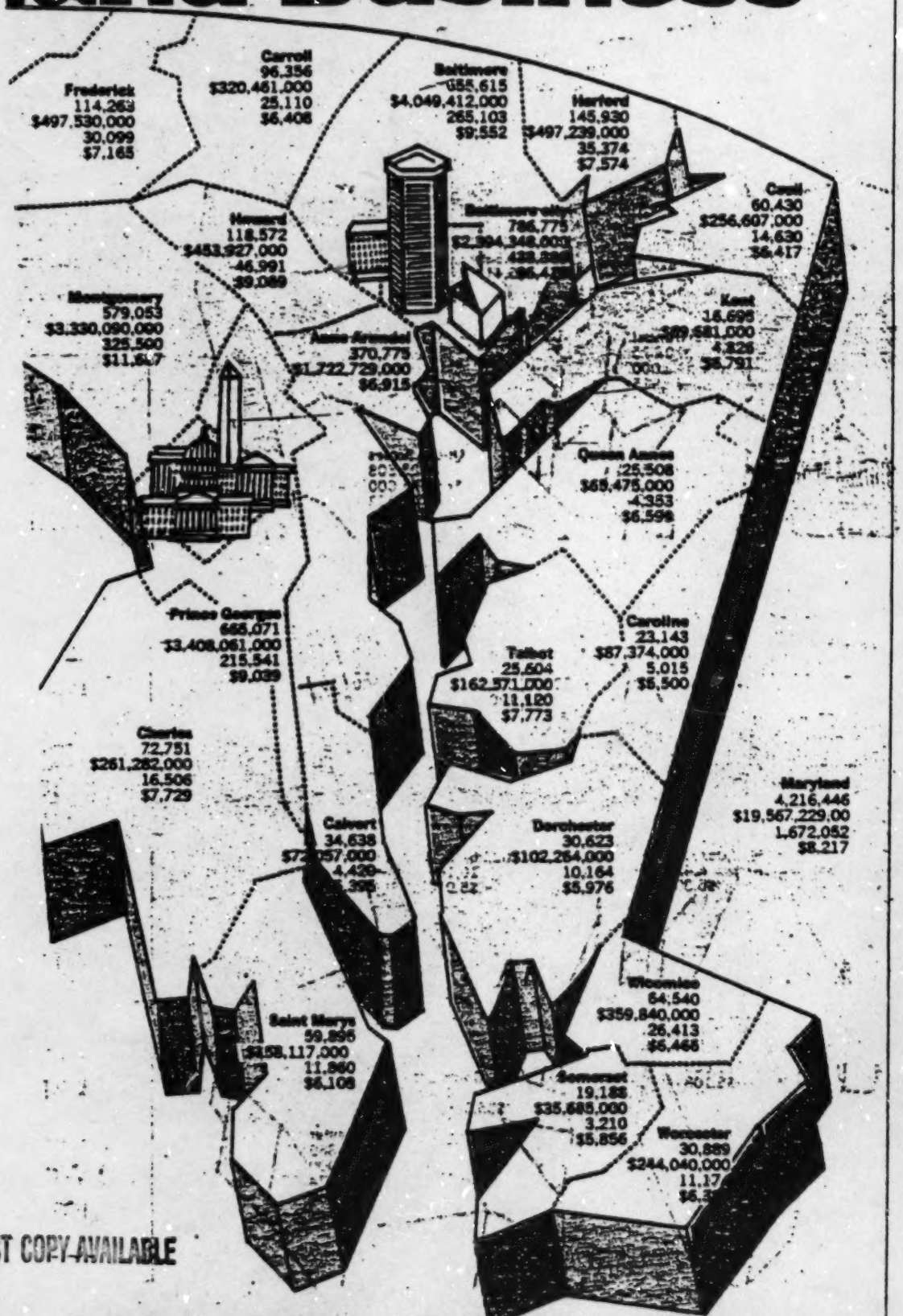
Source: Maryland Department of Economic and Community Development, Maryland Department of Human Resources and company reports.

Shifting job patterns

Employment by industry—1981		Employment by industry—1975	
Service	360,031	Retail trade	269,525
Retail trade	306,946	Service	247,325
Federal government	134,097	Federal government	129,145
Manufacturing: durable goods	129,907	Manufacturing: durable goods	100,929
Manufacturing: nondurable goods	101,320	Finance, insurance, real estate	77,697
Finance, insurance, real estate	90,367	Wholesale trade	72,290
Wholesale trade	87,820	Transportation, communications, utilities	68,696
Transportation, communications, utilities	76,310	Manufacturing: nondurable goods	65,283

Source: Maryland Department of Human Resources

land Business



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1. Who is the largest private employer in Maryland?

   _____

2. How many employers are listed? _____

3. How many of these are "food companies?" _____

4. Which companies deal in transportation?_____

5. Which county is the largest in population? _____

6. Which county has the lowest per capita income? The highest? Why?

7. By how much did transportation increase from 1975-1981? _____

8. By how much did retail trade increase from 1975-1981? _____

9. What is the population of Worcester County?

10. What is the per capita income of St. Mary's County? _____

11. Explain the trends to greater population near or in the cities?

    _____

    _____

Activity No.: 8.VII.6

Title: Regional Studies Detective Game

Recommended Time: 1-2 periods

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.5.8.1 2. 2.7.8.2 3. 2.7.8.3		1. Interpret economic information from maps, graphs, and pictures. 2. Compare information and draw an inference. 3. Investigate and collect information regarding the problem or issue. 4. Work harmoniously with others.

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland
- A. Agriculture
- B. Water
- C. Farming
- D. Industry
- E. Recreation

Activity:

Directions and goals are on page 1 of the Regional Studies booklet. All activities apply to the study of land use in Maryland.

Materials:

Hughes, Wayne A. Regional Studies. Council on Economic Education in Maryland.

Adaptation for Other Levels:

Activity No.: 8.VII.7

Recommended Time: 30 minutes

Title: Facts About Maryland

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 5.3.8.1		1. Use reference materials.

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland
- A. Agriculture
- B. Water
- C. Farming
- D. Industry
- E. Recreation

Activity:

Say "These are some of the facts we should know about our state."

Skim through the material which you have and find the matching word or words for each item. Write these on the correct blanks in the outline map.

Materials:

Books, pamphlets, maps and atlas containing information on the state
Outline map of Maryland
List of facts students are to find.

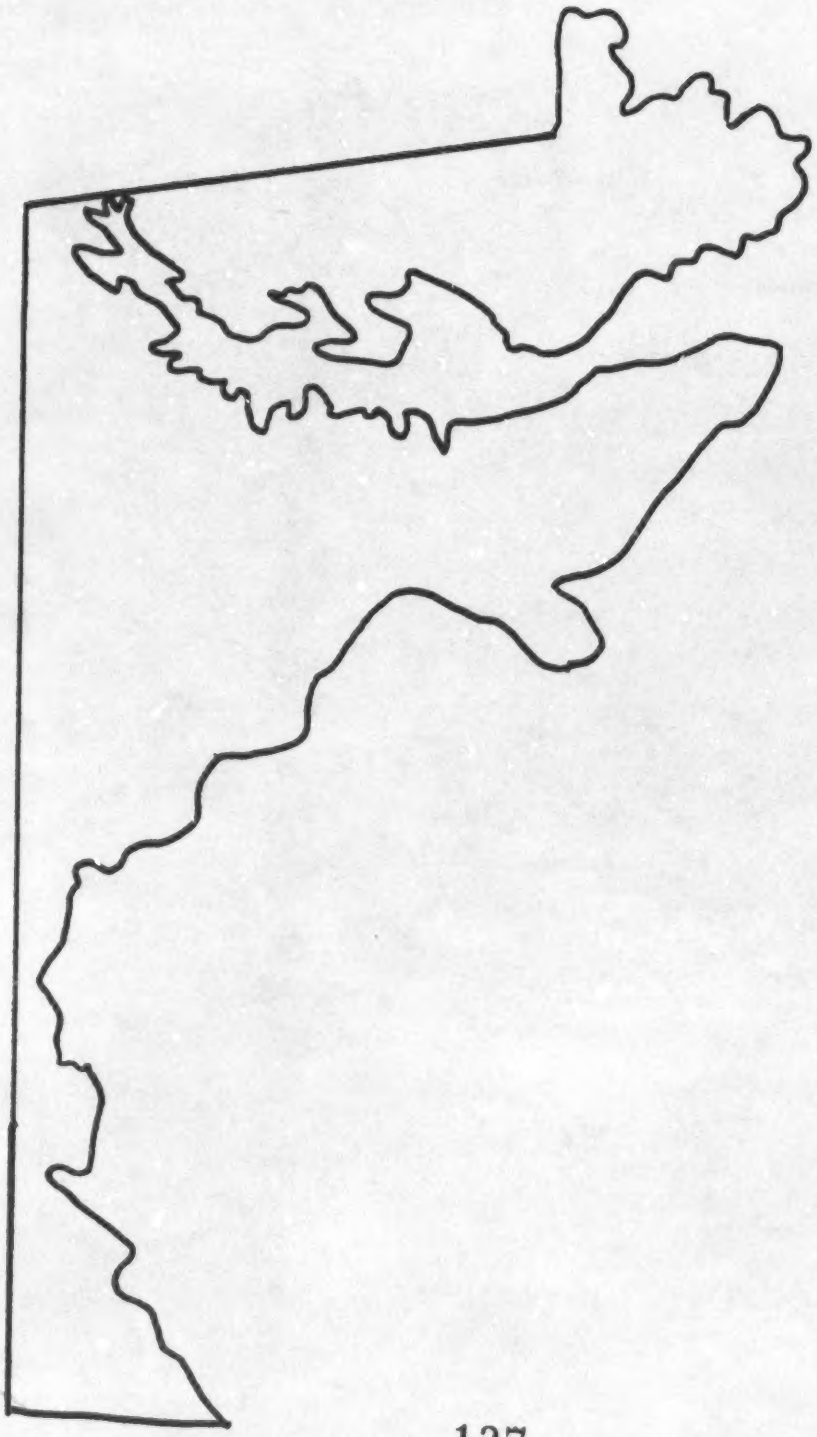
Adaptation for Other Levels:

Student Instruction Sheet

Using the materials at your desk, find the fact about Maryland for each item listed below. Put your answers in the appropriate space on the map of Maryland.

1. Capital city
2. State flower
3. State bird
4. Nickname
5. Chief crops
6. Chief industries
7. Largest river within the state
8. Main body of water

MARYLAND



Activity No.: 8.VII.8

Recommended Time: 3-5 periods

Title: Land Use: Decision-Making Activities

Grade Level Objectives:	Vocabulary:	Skills Objectives:
1. 2.7.8.1 2. 3.3.8.1 3. 5.3.8.1		1. Draw inferences and make generalizations from evidence. 2. Infer people's activities and ways of living from information presented on maps and globes. 3. Determine that a problem or issue exists. 4. Work harmoniously with others. 5. Provide suggestions for the groups to consider.

Content Outline Covered by Activity:

VII. Resources and Land Use in Maryland

Activity:

This supplement is of three decision-making land use activities. The case studies describe conflicts and controversies arising from different people's perceptions of what is the "best" use of a particular land area. The students are asked to participate in these decisions.

Case #1 is the basic case. Cases #2 and #3 become more difficult and ask for a higher level of thinking.

Note: When you move to case #3, contact people from the list of people in St. Mary's County.

Materials:

Galloway, Bruce. Land Use: Choices for the Future. Maryland Department of State Planning Publication 82-17, 1982.

Adaptation for Other Levels:

BIBLIOGRAPHY

BIBLIOGRAPHY

GEOGRAPHY

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Rollo, Vera F. A Geography of Maryland Ask Me! (About Maryland). Maryland Historical Press, 1976.

Videotape

Maryland. . . Maryland ITV.

Atlas

Caudill, Roy R. Maryland Historical and Geographical Atlas. The Harford County Department of Education, 1981.

Kit

Maryland Studies. Graphic Learning Corporation, 1983.